

The School Executive



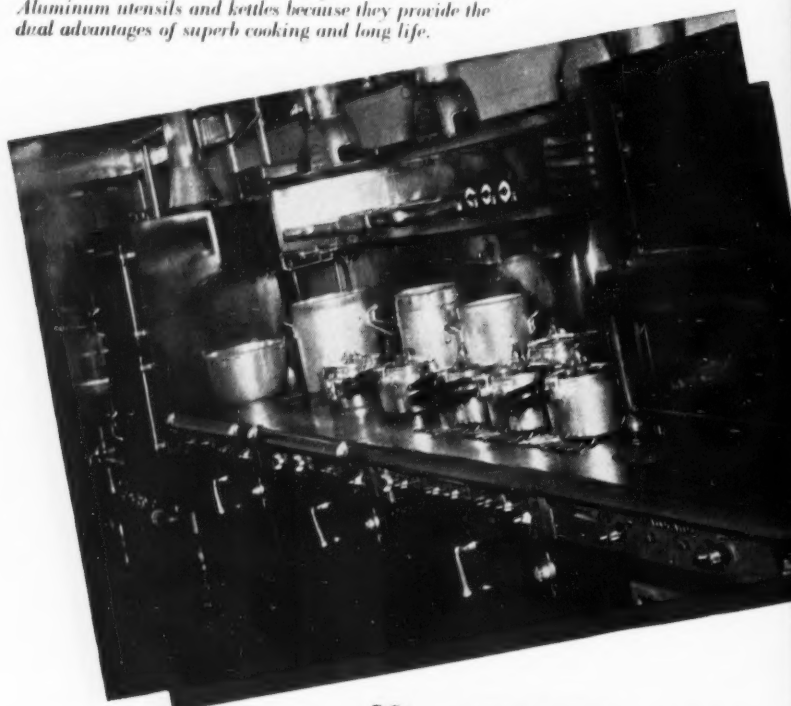
**look at
NEW
SCHOOLS**

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62

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The School Executive

APRIL, 1954

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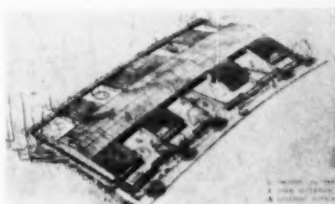
Preview of May

AS I LOOK at the plans for the May SCHOOL EXECUTIVE, I feel that I can't wait to see it. Long before John Warnecke had won a top award in our third annual competition, we had planned to present his WHITE OAKS SCHOOL in the May issue. Now it takes on added significance. The article is tops as well as the building. Also, the school is the subject for another four-color cover.

The Planning Section deals with ADULT EDUCATION. Herbert Hunsaker of Cleveland College has gotten together a team of top adult educators and will be responsible for this important symposium. The Green Sheet is authored by Edgar L. Morphet, University of California; subject: expenditures for schools and the national economy.

Also, Stanley Warburton talks about international understanding; John Ether on what he calls "humanagement" and bus drivers; Roald Campbell on reasons for low staff morale; and Harold Moore, University of Denver, discusses the freedom to teach and learn. There's more but no more space.

Sincerely,
Walter D. Cocking, Editor



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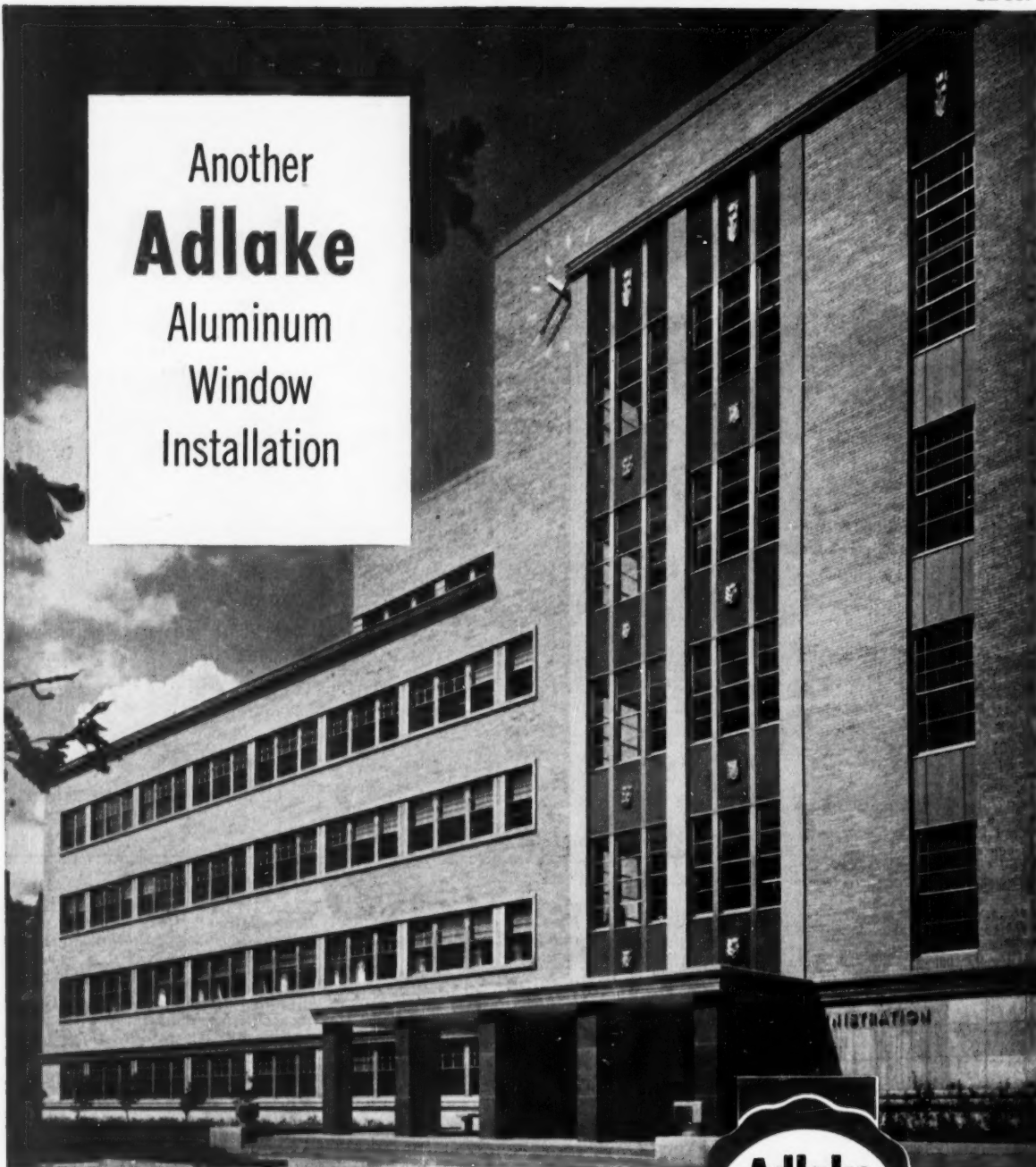
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AS I SEE IT

by Helen J. Becking

The School in the Community Family

THE SCHOOL is one member of the family of community agencies. These agencies, singly and collectively, exist to better the community.

Among those which are found in most American communities, in addition to schools, are: libraries, hospitals, courts, police, fire and water departments, parks and recreation, local government departments, churches, civic clubs, chambers of commerce and Red Cross chapters. The total number of such agencies is rarely less than twenty and in some communities may exceed hundreds.

Collectively they represent the total organized group strength of a community. Their ability to further improvement depends not only on the efficiency of each agency, but also upon the extent to which they work together as a cooperative team. "In union there is strength" and "united we stand, divided we fall" are dramatic ways of expressing the importance of cooperative effort.

Formerly, there was a tendency to consider schools separately from other agencies. Many school administrators promoted this conception, and citizens generally were inclined to favor it. The result was that schools developed both in thought and fact as isolated institutions. It is very difficult now to break down the resulting barriers; yet it must be done if schools are to be a part of the community family structure.

THERE IS increasing acceptance that good community organization demands closely knit relationships between its various agencies and institutions. In some places, special coordinating machinery has been established for this purpose. Paralleling this idea is a growing belief among educators and citizens alike that the school is concerned and has a responsibility to aid in the improvement of all the life of the community. Planning commissions are pointing out that one community agency cannot develop without involving others. For instance, a new school building is interrelated to such facilities as streets, roads, and sidewalks, sewerage system, electric, gas and water utilities, parks and recreational provisions. Until there is mutual understanding of the work, and teamwork, of all agencies, little can be done to improve the whole community.

As I see it, schools have a great opportunity and, indeed, special responsibility to develop such understand-

ing and teamwork. Maybe it is part of the educational tasks of the school. I should like to believe that more and more communities have such faith and confidence in their schools and their schools' leadership that they instinctively turn to them for guidance and coordination of efforts. Of course, we must deserve such trust and confidence. We must take the position that the primary purpose of the schools is to help better the entire community. We must acquaint and identify ourselves thoroughly with the purposes and actions of all other community agencies. We must know the personnel of other organizations and help to establish confidence in one another and promote good working relations. Such goals are, of course, quite a departure from those of the schoolmaster of yesterday who assumed his task was to teach the rudiments of knowledge to children in somewhat the manner of a physician dispensing distasteful medicine.

TEAMWORK AMONG the agencies of a community is learned and cultivated through experience. Undoubtedly, early efforts will stumble through mistakes. Nevertheless, as mutual trust is formed, some skill developed, and at least a modicum of success acquired, I am sure that further success will mount rapidly. Leadership is, of course, vastly important and I should hope that school administrators could provide much of it.

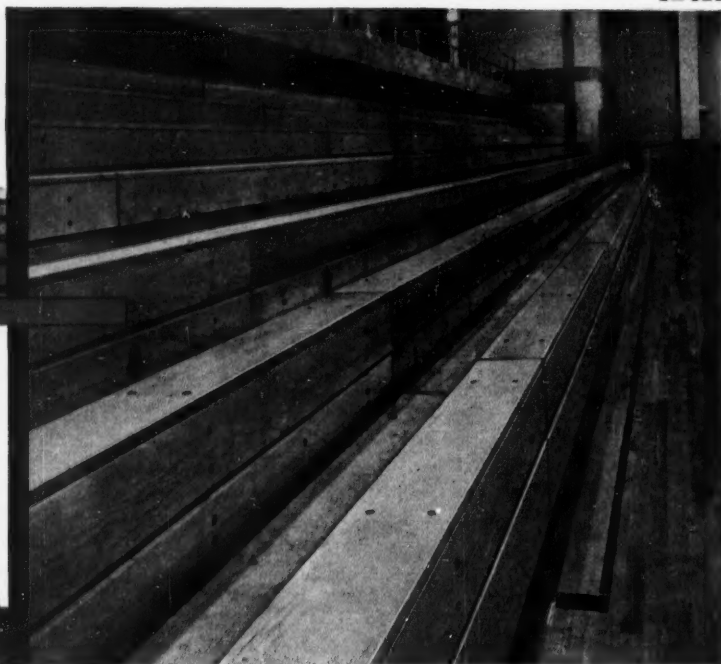
Again, if agencies are to work together, it assumes that many people will be involved in the various undertakings. Indeed, the involvement of many people from various agencies is the salient key to success. As I see it, it is an important objective in itself. I am aware that in those communities where the members of agencies work together infrequently, it will be a strange and maybe "scary" experience. Lots of people will have grave doubts. I would suggest that early tasks be chosen for their simplicity and definiteness. As skill and confidence are acquired, more difficult and involved issues can be tackled.

Here is an undertaking which needs to be developed in all communities. Much good can result. Immense satisfactions will come not only to those involved but also to the whole community. The school leadership can do much to make it possible. Better communities are the inevitable result.

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KEYNOTES

comments on the educational scene

The vote and the 18-year-old

PRESIDENT EISENHOWER HAS recommended that voting privileges be granted to all reaching their eighteenth birthday. The American Association of School Administrators endorsed the idea at the recent Atlantic City Convention.

The state of Georgia, for some ten years now, has had experience with it as discussion in the press, radio, TV, and the platform goes on throughout the country.

Decision on the issue is probably not far off. THE SCHOOL EXECUTIVE takes its stand in favor of the recommendation. We believe in the good judgment of young people. We know that youth love their country and are concerned with its present and future welfare.

Youth realize that decisions made now will affect the future more than the present, and that, hence, they will be affected by results more than older people will be.

We believe that youth have the ability to consider and to make good decisions. Indeed, we would rather take the judgments of idealistic youth than those of many older groups.

America's welfare will be built best by those whose idealism is strong, whose courage is undiminished, whose strength is great. There is no question about it. Let's give youth the vote.

One indestructible weapon . . .

UNWARRANTED ATTACKS ON EDUCATION are meant to stifle freedom of search and evaluation and to halt the continuing liberation of the human mind.

Tragically, the fear which such attacks engender in the minds of the timid will only prompt more repressive measures. The modern witch hunters will not be mollified.

But how can we in education thwart the unjustified attacks? First of all, we must carefully evaluate our programs and philosophies and then, more than ever before, be secure in our faith in them.

Second, we must put forward an aggressive and positive public information program dealing with our aims and our hopes for children, our needs, and our long and solid achievements. American education has a proud story to tell—a story that deserves the widest possible circulation.

Local boards of education, superintendents, classroom teachers—all school personnel—must bear the responsibility of seeing that such a program is put into operation.

It should reach the general public with information

which will help them to be intelligent and friendly supporters of education. It should be lively enough to enlist public interest, broad enough to interpret school trends.

And, finally, such a program should be a continuous reminder to educators themselves that the one indestructible weapon they own is *truth*. This weapon is theirs to use in a great crusade for public understanding and support.

PEARL WANAMAKER
*State Superintendent
of Public Instruction
Olympia, Washington*

Plan Now!

A FREQUENTLY HEARD distress comment coming from school administrators is that there is no time to plan what is needed because immediate decision and action are required.

What a tragedy! Decision and action which may well affect the lives of people for generations to come, and yet no time to plan.

Hence, decisions made without necessary facts, without deliberation, without taking account of tomorrow. And yet, it is common in many school systems, regardless of size.

Too many administrators seem to live in continuous crisis situations. Not only do they convince themselves that there is no time for planning, but also that there is no time to do as well in other things as one should.

Effective leadership and good administration are based upon careful planning. The majority of our school administrators are competent, and will always find time. For, planning is the number one prerequisite for intelligent action.

Teachers as human beings

IN MANY COMMUNITIES teachers continue to be considered as somehow different from other folks. They are looked upon as separate and apart from other citizens.

Different sets of values are ascribed for them. Somehow, they are supposed to behave in other than normal ways. They are not supposed to have ideas on certain subjects.

They are expected to take oaths not expected of others. They are expected to maintain standards of living out of conformity with their financial ability.

In other words, to many people, teachers are peculiar and are expected to be peculiar. Why this strange atti-

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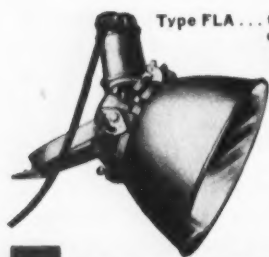
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tude? Maybe a little of the notion can be traced to the caricature of the teachers of story and song or the lore of yesterday.

More important, too many people believe that the lives of their teachers should be managed and directed. In any case, it is an unwholesome situation.

The vast majority of teachers are a good cross-section of the American people in all walks of life. They are subject to the same human frailties as are others. They are fine Americans doing their level best to perform good jobs and be useful citizens.

Let's help the people of our community to accept teachers for what they are—citizens like themselves. Teachers need no special rights or restrictions, and none should be foisted on them.

Young administrator's guide

THE YOUNG SCHOOL SUPERINTENDENT has two resources to draw from when confronted with new problems. The first, his professional training, gives him background and understanding. This, however, soon gives way to the second wellspring—experience.

Lacking experience of his own, the beginner learns to observe the methods and operations of the matured superintendent. He feels that he is an apprentice to highly experienced professional workers. Perhaps he selects two or three such men whose exemplary careers illustrate the necessary abilities and traits.

The main quality he would observe from such a study, effective professional leadership, implies know-how and insight; *tact, patience and persistence*. The young executive must develop all of these and learn how to apply them well.

In addition, he must have confidence that his fundamental theses are right, and respect for the intelligence of his board members. Above all, he must understand that fairness and justice are essential for public confidence.

Emotional health and security

SCHOOLS IN THE PAST have given insufficient attention to the emotional health of pupils and teachers.

Growth and development which takes place in a situation of nervous tension, for instance, is unhealthy. People who work rather regularly under conditions which cause them to be upset cannot be normal people.

Many factors create or add to emotional instability. Among them are poorly planned and inadequate buildings; organization which results in hurry and unrest; grouping pupils in unwieldy or too large groups; an excess of stimulation factors such as color, light or artificial morale. People, children and adults, need for good performance a situation in which they can be relaxed, natural and unhurried.

The plea here is for school administrators to give much more attention to the development of good emotional health. Much can be done about it. As we plan new

buildings, new programs, new organizations and procedure, we should keep prominently in mind that one important goal is helping to create conditions and situations which will give people the greatest emotional security possible.

Better communities, better schools

THERE SEEMS TO be much confusion in the minds of many people regarding schools and their relations with the community in which they are located. Many school people take the position that better schools can result if and when the school program is closely related with the total life of the community.

A primary purpose of any school should be to help make a better community. In working to achieve this objective, an improved school will result.

Creating a better community is far more important than merely developing another agency in the community.

Diagnosis and the School Administrator

AMONG THE SCHOOL administrator's duties, the one in which he seems least competent is diagnosis. Probably another way of stating it is to say that diagnosis is the most difficult task an administrator has.

Physicians seem to be far more competent in examination and surgery than they are in diagnosis of difficulties and prescribing correct remedies for the condition.

The dictionary says that diagnosis is the art of recognizing disease from its symptoms and the decision arrived at. The modern administrator is continuously confronted with the need for diagnosing problem after problem.

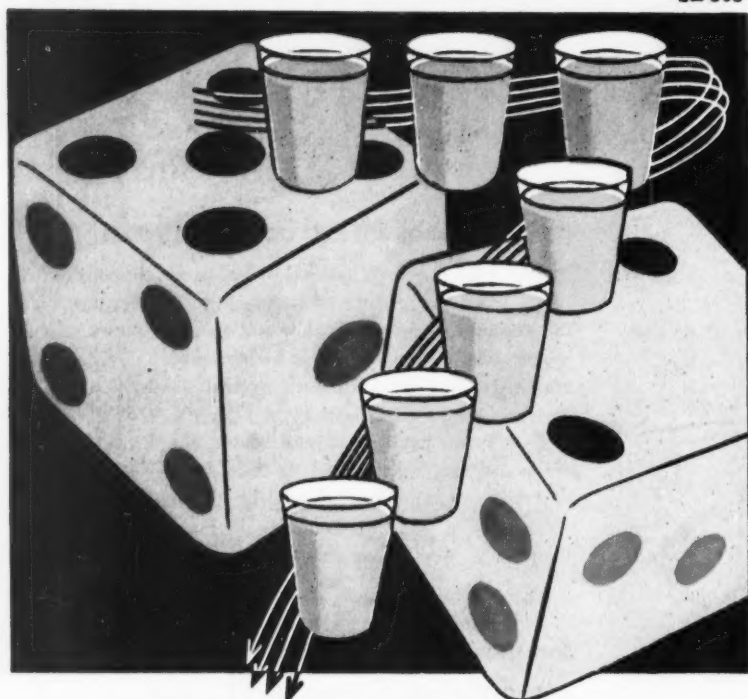
Upon his ability to recognize the real underlying reasons for the problem and then taking such action which gets at the primary conditions lie his success or failure. Most of us would be well advised to study with care the work of the handful of administrators who seem to have uncanny ability at this.

Schools serve young and old

TRADITIONALLY, WE HAVE THOUGHT of schools as for children alone. Realistically, however, schools have a place for everybody, regardless of age.

The good school finds a way to be of service to all of the people in the community, young and old. It is easier to accommodate children, who attend school daily at regular hours, than adults, who must use the schools more informally. They cannot schedule their time so that certain hours every week day will be spent in the school. They must look for help at odd hours, and in many diverse ways.

A good school administration understands this, and arranges the school program to serve all of the people. It does not stop with the children.



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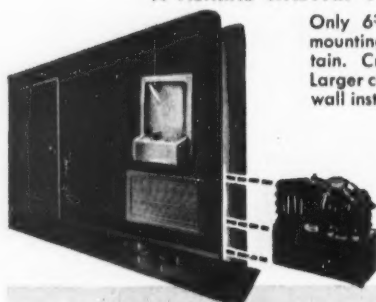
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LETTERS

to the editor

More articles on character . . .

TO THE EDITOR: You certainly have a very helpful periodical for school administrators. We look forward to *The Green Sheets* and *School Equipment News*, as well as the many fine articles. When we were building, we got many ideas from the *School Plant* section.

We would appreciate any articles which will cast light on the situation today of greater need for moral, spiritual and character training. How to enlist the support of more parents in this?

Teacher supply is another thing that makes us reach for the aspirin.

CLYDE G. SPEAR, *Principal*
Spencer Central School
Spencer, N. Y.

Evaluation toward progress

TO THE EDITOR: Evaluation of progress toward the achievement of our educational objectives is one effective and fruitful way to improve our efforts, stimulate professionalism among teacher and administrator, keep our primary objectives primary and get to the heart of the particular problems confronting a school.

Adequate evaluation of progress in development of attitudes, appreciations and ideals is one of the most neglected areas in our whole evaluation program. Graduate schools and research departments in cooperation with elementary and secondary school teachers could cooperate profitably in improving this.

There is need for a clearer definition of those higher values which are guiding principles in the development of an integrated personality and a liberally-educated citizen.

Lack of follow-up evaluations of our students after they leave school is another area in which pilot projects should be encouraged. This would help answer in a realistic way, "How have we been doing? Are we headed in the right direction?"

Such evaluation of our "products"

might well prove to be "the greatest force in bringing about long overdue changes in the American system of education: in the out-dated, sixteen-year graded organization of our schools, in some of our methods of teaching, in our poorly articulated curriculums.

One helpful tool in evaluating spiritual values and ideals is rating scales, where students rate each other on specific attitudes.

Here are some questions to consider when evaluating school programs:

1. Is the spiritual and personal guidance provided by the churches in the community a significant factor in the guidance program of a school?
2. Are laymen called upon in vocational guidance programs?
3. Do co-curricular activities aid in development of initiative and leadership?
4. Are academic learnings applied to life situations?

Evaluation is constantly taking place from without. Let it begin, as it should, from within.

URBAN H. FLEECE
Director of Research
Nat'l. Catholic Educational Assn.
Washington, D. C.

The same problems . . .

TO THE EDITOR: It is amazing to find how much the discussions presented in your January issue correspond to the observations I have made while talking with school people in this area. This indicates that many school situations in this nation are identical irregardless of the geographic location.

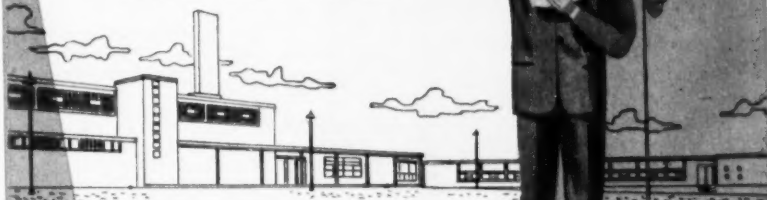
The discussions certainly pinpoint and show the national situation as pertaining to the entire education profession. The superintendents and board members who analyze this issue will find that they are not the only ones who have problems, and through this understanding, will tend to do their parts in improving the overall situation.

JOHN M. ROWLETT
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Oklahoma City

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Conference Calendar

APRIL

- 1-3, Second Annual Convention, National Science Teachers Association, NEA, Chicago.
- 2-5, Thirty-fourth Annual National Convention, National Association of Deans of Women, NEA, Washington, D. C.
- 9-10, Third Annual Film Conference, National Audio-Visual Association, New York City.
- 11-15, 1954 Convention, American Personnel and Guidance Association, Buffalo, New York.
- 18-23, Joint National and Eastern District Convention, American Association for Health, Physical Education and Recreation, NEA, New York City.
- 18-24, 1954 Study Conference, Association for Childhood Education International, NEA, St. Paul, Minnesota.
- 21-24, Thirty-second Annual Meeting, National Council of Teachers of Mathematics, NEA, Cincinnati, Ohio.
- 25-27, Drive-in Conference, AASA, Department of Rural Education (NEA) and National Council of Chief State School Officers, St. Paul, Minnesota.
- 27-May 1, Thirty-second Annual Meeting, International Council for Exceptional Children, NEA, Cincinnati, Ohio.

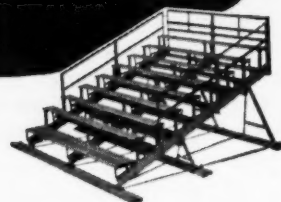
JUNE

- 16-22, School for Executives, American Association of Colleges for Teacher Education, NEA, Buffalo, New York.
- 21-24, Eighteenth Annual National Conference, National Association of Student Councils, NEA, St. Paul, Minnesota.
- 27-July 1, Nineteenth Annual Meeting, National School Public Relations Association, NEA, New York City.
- 27-July 2, Ninety-Second Annual Meeting, NEA, New York City.

JULY

- 5-7, American Home Economics Association, San Francisco.
- 5-16, Conference in Elementary Education, Department of Elementary School Principals, NEA, with Northwestern University, Chicago.
- 23-25, Annual Convention, National Association of Education Secretaries, NEA, Eugene, Oregon.

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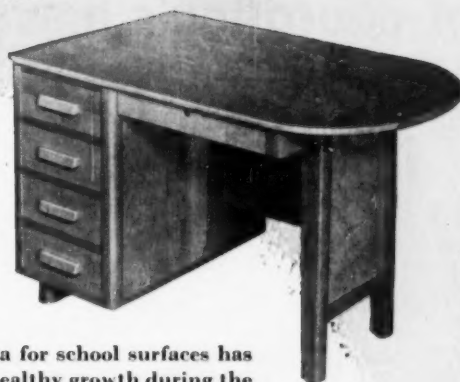
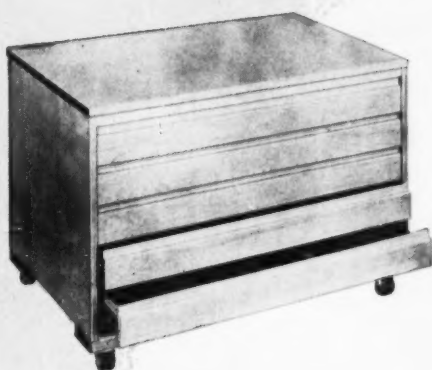
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☐ No. 43, "How to Plan Effective Classroom Work Around Existing Television Programs."

☐ No. 44, "Standards for Selecting Television Equipment for Classroom and Recreational Use."

☐ No. 45, "Visual Factors and Seating Plans Involved in Effective Classroom Use of Television."

☐ No. 46, "How to Build a Low-Cost TV Rehearsal Unit for Your School."

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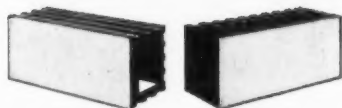
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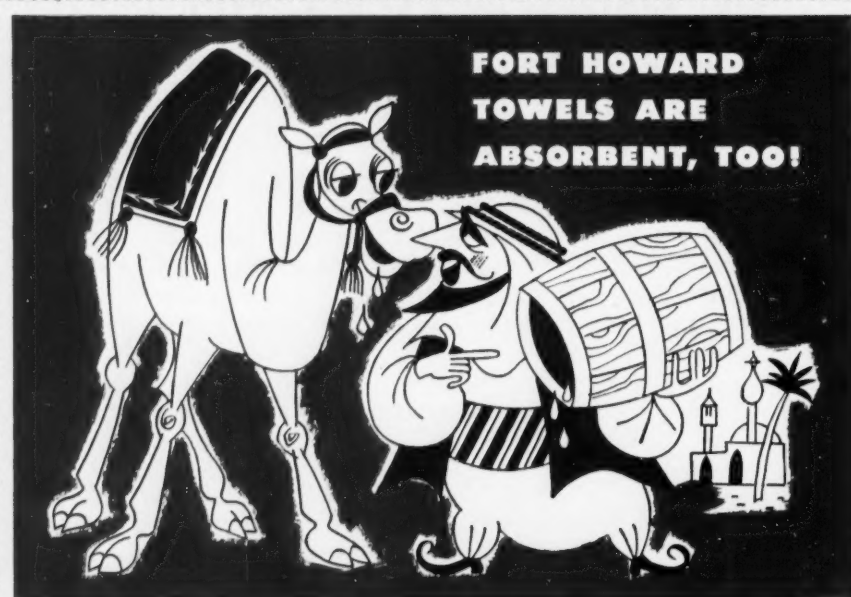


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What Are We Teaching the Teachers?

by WILLIAM O. PENROSE
Dean, School of Education
University of Delaware

AT THE VERY HEART of our school system is the teacher and what he does with the child. So it is natural that Americans should ask, "How well are teachers educated now-a-days . . . what are the teachers being taught to prepare them for teaching our children?"

With such questions in mind, the purpose of this article is to give a brief picture of teacher education today—the courses taken and experience engaged in by prospective teachers as they work for bachelors' degrees with teaching certificates at good colleges or universities.

Since practices vary widely from college to college, and even within the same institution, it is not possible to speak of teacher education programs with exactness. However, it is possible to speak of certain trends which characterize teacher education programs today as against those of the 1930's or the 1920's.

Trends in Teacher Education:

Unified, related course work

One of the outstanding characteristics is unity. Such programs tend to be unified educational experiences, whereas formerly they were likely to be a jumble of courses, individually good, but rather unrelated to each other.

The drift toward unity may be illustrated in a number of ways. To begin with, college teachers are now more prone to work in groups for pur-

poses of research and writing, organizing and teaching classes, and counseling students.

Moreover, there is a related inclination for college courses to be thought of, not as isolated units, but as parts of groups or blocks of courses. For



More than ever, prospective teachers are required to observe children and work with them.

instance, college students tend to major in social studies, or modern foreign languages, or science, rather than history, or Spanish, or biology.

Of course, the organization of college studies around broad ideas is also illustrated by the recent movement toward general education. For general education tries to prepare all college students, including prospective teachers, for their

Next Month: Expenditures for schools and the national economy—Edgar L. Morphet

No. 113. Reprints in quantities of ten or more may be purchased from *The School Executive*, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

common activities as citizens, workers, and members of family and community groups.

Then, another important means of unifying teacher education has been the addition of guidance workers and counselors to college staffs. Counselors help students see more sense and relationship among all college-sponsored activities—whether in class or out, on or off the campus. Through their mutual concern for the good of students, counselors and classroom teachers are coming to cooperate in relating courses with each other and with the students' purposes.

Content—child growth, community relations

Another major characteristic is the change in teacher education content—that is, facts, ideas, and skills which are taught in “professional education courses.” In general, these changes reflect findings of human behavioral sciences—social psychology, anthropology, pediatrics, etc.—which are set up to help human beings better understand themselves.

One content change is found in courses on human growth and development. Such courses are concerned with how children grow up in society. The purpose is to help the would-be teacher understand children better. Thus she may know what to expect of them at different times and under different circumstances.

The course includes such traditional topics as how to memorize a poem or how to plot a learning curve. But it treats these topics as part of the child's general development—how he learns to get along with other people, how he learns to deal with love and hate, how his glands, muscles, and bones change as he grows up, and how he learns to think about himself and solve his own problems.

Another content change, in line with new scientific findings, concerns communities and their problems as a means to broad social understandings. Through taking such courses as “School and Community Improvement,” the new teacher learns that the school is a product of community and society, and also a force for improving community and society.

He learns that all communities face common problems such as educating children, worshiping a deity, supporting a government, maintaining health and safety, and living together constructively and happily. He also learns that communities have great resources—human beings with intelligence and energy, soil and ores and water, and families and churches and clubs. Thus the new teacher learns how the community may use its resources to improve its ways of living, and how the school may stimulate such improvement.

All of the content elements in teacher education programs—growth and development, and

school-in-the-community, etc. — are unified through a strong emphasis. This emphasis is on providing would-be teachers with more experience with children, schools, and communities. And this emphasis is made through all four years of college training. More than ever before, prospective teachers are urged or required, under skilled guidance, to observe children and work with them in classrooms and on school grounds, in summer camps and in neighborhood houses, in religious schools and on municipal playgrounds. At times, even traditional college term papers may deal with such startling topics as “Alcoholism in Middletown High School This Year”!

Along this line, student teaching is becoming more of an extended, full-time assignment off the campus. The teacher trainee is required to become a participating member of the school in which he is “practicing” and of the community in which that school is located.

As a follow-up, the prospective teacher may return to the college campus for a seminar on the problems of student teaching. Under guidance he re-hashes his failures and his successes; and he plans how to do better next time. And then, sometimes, he has the opportunity to go back to the host school for additional follow-up, first-hand experience. There he is usually struck by how much the children have developed during his absence. Or he may try out his new-found confidence in a different school and community with different children.

Trainees help run own courses

Another major characteristic of modern teacher education relates to procedure. Students now have a lot to say about how their classes are run. It was one of the anomalies of the “old” way that many college teachers would teach about *abuse* of lecturing—by lecturing. Now, however, it is generally acknowledged that if prospective teachers are to guide the learning of others, they should understand how they themselves learn. For the most part, students take a more active part in college classes, especially in **courses on professional education**. They help to decide, within limits, what they need to study and how they should study it.

For example, a class in human growth and development may spend the first week of a semester in listing some types of behavior—say, of their brothers or sisters or even themselves—which they want “explained.” “Explaining” these behaviors may then become the starting point of the group, who, under the guidance of a well-trained college professor, will “uncover” for themselves the kinds of information and understandings which are necessary to the beginning teacher.

Not only do prospective teachers help to plan

their courses, but they also help, again with the guidance of college instructors, in deciding how well they have done. Continuous evaluation is thus a more useful part of teacher education. Use is made of many tests and other means for systematic check-ups on the progress of would-be teachers in acquiring skills and information, and in developing personality along the lines of greater personal maturity. The results of such check-ups may also suggest changes to be made by college instructors and administrators.

This same trend toward more cooperative procedure may also be looked at from the standpoint of the college instructor. For there is a strong tendency for college teachers of professional edu-



Today an important teacher-training "textbook" is full-time, off-campus student teaching.

cation courses to use what is called "group process" in teaching.

"Group process" relates to group self-management through group planning and action. In this connection, class members cooperate in describing common problems and doing the thinking and study that are necessary to "solve" them. Group morale is thus built up in the classroom.

Modern educational psychology shows that group process permits facts to be learned as well as or better than the teacher-rule methods. And it also provides what is probably the *only* way of learning the basic attitudes for cooperative behavior.

Teacher education is not static

The last three years have seen the advent of many "experimental" teacher education program plans. The new five-year plans for teacher preparation, for example, have attracted much attention.

One of the most famous of new five-year plans is the Arkansas Plan. It began in the fall of 1951 when the University of Arkansas received a

grant from the Fund for the Advancement of Education, and it was in operation by January, 1953. The purpose was to do away with undergraduate courses in professional education, and substitute a five-year program with four years of liberal arts and a fifth year of internship.

During this fifth year the prospective teacher was to be supported in part by a fellowship while engaging in classroom observation and teaching in selected public schools, with the guidance and instruction of master teachers. It is expected that after September, 1956, the Arkansas State Board of Education will require five years of preparation in connection with initial certification.

Other programs which likewise require additional training beyond four years of college are in operation at Harvard, Cornell, Yale, New York University, and other places.

The purpose of such plans is good: to enable prospective teachers to take more liberal arts courses during their four years as undergraduates. They also enable liberal arts graduates to "convert" to teaching with relatively little difficulty and good training. For these reasons, the plans deserve careful administration and thorough evaluation, and they may suggest improvements in present practice.

The value of these plans, of course, is yet to be established. In particular the results may well be affected by the current teacher shortage. This shortage has already caused some colleges to give up their previously-established five-year plans (which differ from the "experimental" plans because they have professional education courses on the undergraduate level) for secondary school teachers.

Nevertheless, the question of value cannot go unanswered. For to extend a training period does not automatically make it better. In the long run, lengthening the pre-service period by twenty-five percent should make the graduates twenty-five percent better. Otherwise, the new five-year plans cannot be justified.

Education is an important means in our democracy for using accumulated knowledge to improve our ways of living. No other part of the educational system is so vital as the men and women who run the schools—the teachers. Thus it must be the task of teacher education in the United States to turn out teachers of the highest possible caliber within limits of time, money, and knowledge available for the task.

It must also be remembered, however, that the improvement of teaching in our schools depends not only on improving the education of prospective teachers. It depends also on increasing the attractiveness of the teaching profession, so that the ablest young people will enter it and remain. And it depends on providing creative professional training for teachers already on the job.

School Building Costs and Bond Prices

HAROLD F. CLARK, Economic Analyst, Teachers College, Columbia University

The index of school building costs in February was 204.4. This represents a very slight decline from the January figure of 204.6. Building wage rates continue to advance in a great many communities; in addition, there are increases in fringe benefits.

Building material prices, after advancing almost continuously for many years, have stabilized and are declining slightly. If economic conditions stay about as they are, it could well be that building wage rates would become relatively stable for a short period.

If building wage rates would stabilize with material prices as they are, building costs could easily decline. For prices on certain qualities of lumber have already eased. In some communities brick and cement have shown price declines. Even steel and copper products, although probably carrying the same quoted prices, can be bought with larger discounts in a great many communities.

On an over-all basis, it means that in most communities, the materials entering into a school building can be bought at a lower figure than a few months ago.

There is a slow, but perceptible rise in the efficiency of building labor, caused in substantial part by better management and better machines on the job. This rise in efficiency could counteract part of the increased hourly cost of labor.

Although the total volume of building still gives promise of being close to a new high level, most school building will get fairly careful bids. The combined effect of all these factors should be to enable a good many school boards to get substantially lower bids than was possible a few months ago.

Much greater competition on the bids among the suppliers of materials will enable contractors to bid lower. The slightly lower level of general

employment will almost certainly raise the efficiency of building labor. This competition will exist through all phases of building construction.

The relatively easy supply situation in materials will make for speed in delivery. The slight tightening of economic conditions will doubtless lead to more careful planning of buildings. This may even affect the cost of buildings as designed by the architects.

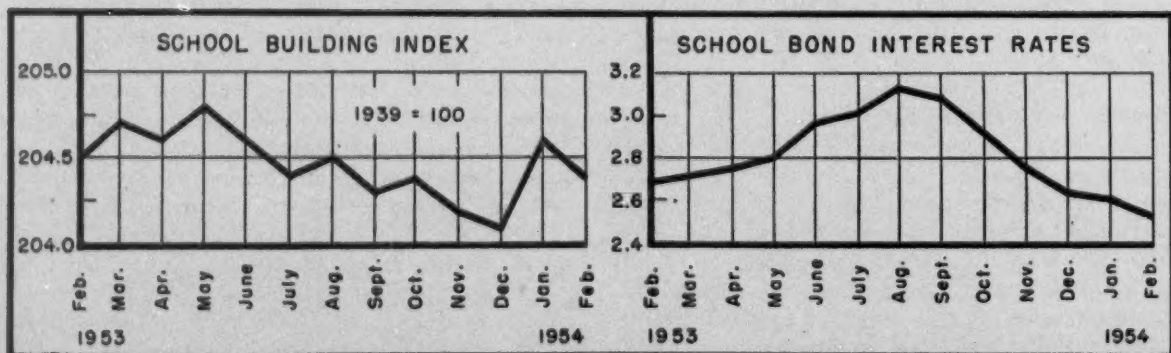
Meanwhile, school bond interest rates continued to decline, as they have for six months. The average rate on the school bonds sold in February was 2.53 percent. The rate in January was 2.61 percent. This is the lowest rate at which school bonds have been sold for almost a year and a half.

For quite some time Washington authorities have been involved in the process of reducing interest rates. The United States Treasury is carrying through a \$21 billion refunding operation and low rates are desirable for this process.

Federal Government bonds have moved back down to a much lower interest rate than they carried a few months ago. If authorities at the United States Treasury and the Federal Reserve Board decide lower interest rates are necessary to stimulate business further, bond interest rates will fall.

This will almost certainly give school bonds even lower interest rates than at present. School bond interest rates are tied to the general economic condition of the country.

Several recent studies have estimated that there should be some \$25-30 billion of school buildings constructed between now and 1960. The need for more grows even more pressing. With building prices stabilized, in many communities declining, and the cost of borrowing money down sharply, school boards are wise to proceed rapidly with construction plans.





School desk by American Seating Company.

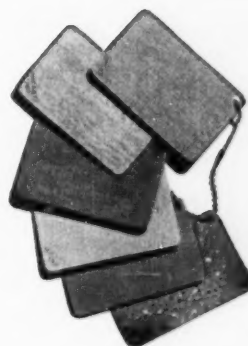
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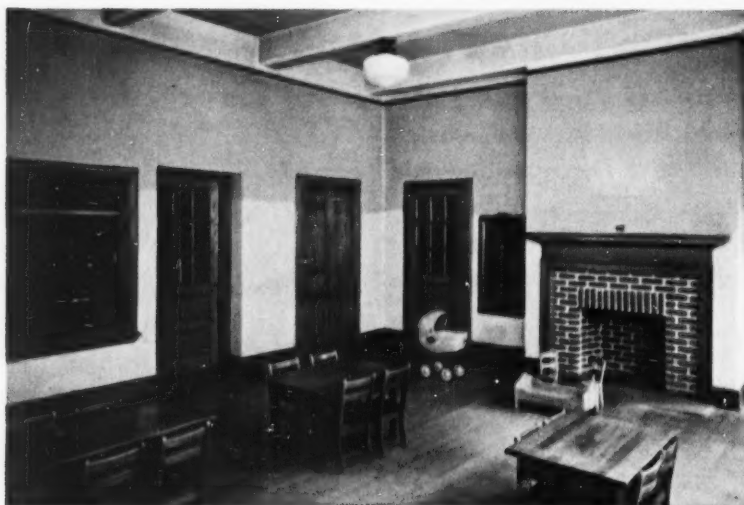
Pittsburgh

Two-year study of 2,500 pupils in Baltimore elementary schools presents convincing proof that correctly planned color environment improves behavior and performance traits of pupils.

TEST SHOWS STUDENTS MADE GREATEST IMPROVEMENT IN SCHOLASTIC ACHIEVEMENTS

• Examination of averages for seven performance traits of students in Grades III to VI in COLOR DYNAMICS test school shows that greatest improvement was made in traits dealing with scholastic matters.

| Trait | 1949-50 | 1950-51 | Difference | % Improvement |
|----------------------|---------|---------|------------|---------------|
| Social Habits | 3.130 | 3.311 | .181 | 5.8 |
| Health Safety Habits | 3.279 | 3.526 | .247 | 7.5 |
| Work Habits | 2.832 | 3.038 | .206 | 7.3 |
| Language Arts | 2.645 | 2.922 | .277 | 10.5 |
| Arithmetic | 2.554 | 2.771 | .217 | 8.5 |
| Social Studies | 2.862 | 3.223 | .361 | 12.6 |
| Art-Music | 2.976 | 3.274 | .298 | 10.0 |



Kindergarten classroom used in Baltimore school experiment before repainting.

COLOR IN CLASSROOMS, used according to Pittsburgh COLOR DYNAMICS, materially improves the academic work of students. A two-year study in Baltimore public schools has produced substantial evidence that color environment has a favorable effect on behavior and performance traits.

This Baltimore project was conducted by the Psychological Laboratory of The Johns Hopkins University's Institute of Cooperative Research. Three elementary schools were included in this experiment.

Complete scholastic and attitude records were kept on all children. At the end of the first year of the test, two of the schools were repainted. One building was decorated in the standard manner for all Baltimore schools. Another was decorated according to COLOR DYNAMICS. The third was not painted because its records were used as a basis of comparison with the others.

During the test approximately 20,000 report cards were tabulated and studied. Definite upward changes in behavior and scholastic traits were noted in the school painted according to COLOR DYNAMICS. Kindergarten pupils showed 33.9 per cent improvement, almost five times greater than the next best school. Students in Grades III to VI showed improvement of 8.9 per cent in performance traits in the COLOR DYNAMICS school. This compares with improvement of 0.5 per cent in the conventionally painted school and a decline of 2.7 per cent in the school that was not repainted.

Summary of the observations based on the 20,000 report cards would seem to show that the COLOR DYNAMICS school had 18 per cent fewer "poor" pupils, while the other two schools showed an increase of such students.

Why not try COLOR DYNAMICS in your school—and see the difference that planned color environment can make in academic achievement and teaching efficiency ratings.



PITTSBURGH PAINTS

PAINTS • GLASS • CHEMICALS • BRUSHES • PLASTICS • FIBER GLASS

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IN CANADA: CANADIAN PITTSBURGH INDUSTRIES LIMITED

COLOR DYNAMICS®

Helps Pupils Get Better Marks!



Kindergarten classroom used in Baltimore school experiment after it was repainted according to COLOR DYNAMICS.

**"These Clear Results Should Interest Every Educator,"
Say Psychologists Who Conducted Experiment!**

● "We have been convinced for some time that color and its dimensions (hue, value and chroma) influence human behavior. We have felt certain of the advantages to be obtained from the use of scientifically controlled color in a school environment.

"Nevertheless, we are pleasantly surprised to see such amazingly clear results come from this research, since this type of problem is difficult to handle experimentally. These positive results, we feel sure, will be of real interest to educators and all others concerned with the color design of school facilities."

FREE—Color Engineering Study

● We'll be glad to send you a comprehensive book explaining how to use COLOR DYNAMICS. Better still, we'll be glad to make a complete color engineering study of your school or any part of it, without obligation. Call your nearest Pittsburgh Plate Glass Company branch. Or mail this coupon.



Pittsburgh Plate Glass Co., Paint Div.
Department SE-44, Pittsburgh 22, Pa.

- ☐ Please send me a FREE copy of your booklet "Color Dynamics for Grade Schools, High Schools and Colleges."
- ☐ Please have representative call for Color Dynamics Survey without obligation on our part.

Name _____
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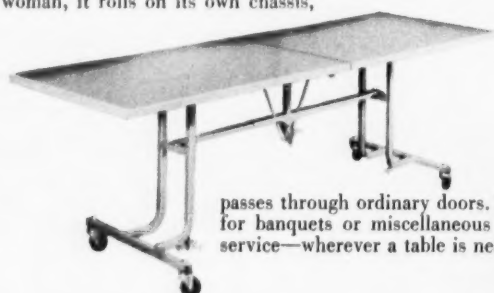
ATLANTIC CITY

Direct from the N.E.A. School Administrators' Convention!

First Showing of **HALDEMAN-LANGFORD'S '54 Models!**

FOLD-A-WAY BANQUET TABLE

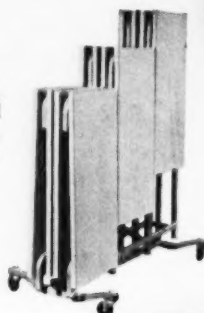
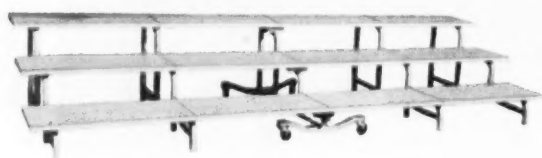
The Fold-A-Way Banquet Table folds and unfolds in three seconds. Easily operated by a woman, it rolls on its own chassis,



passes through ordinary doors. Ideal for banquets or miscellaneous desk service—wherever a table is needed.

FOLD-A-WAY CHORAL STANDS— STANDING, SEATED and BAND TYPE

A unique "space-miser," time and labor-saver for schools, churches and institutions, the Fold-A-Way Choral Stand folds and unfolds in seconds. It's perfect for choral groups, class pictures, kindergarten groups, or for display purposes. Basic stand length is 12 feet long.



Erickson Fold-A-Way Tables with Benches Make Rooms Serve Multi-Purposes!

Convert your lunch room into a kindergarten, study hall or activities room. Make your gymnasium double as a cafeteria or Home "Ec" class. Take the waste out of space lost because of permanent fixtures. Save on floor clearing and cleaning costs. Eliminate noise, disorderliness and confusion. Improve morale; speed student traffic; keep rooms orderly and neat. Install Erickson Portable or Wall Model Tables with Benches.



The Erickson table unfolded. Top is tan linen Formica. Ten tables folded (seating capacity 240 pupils) can be stored in 10' x 5' area.

See our insert in *Sweet's Architectural File* under Section 22i/H.A. Or write for free illustrated catalog.

HALDEMAN-LANGFORD MFG. CO.

2582 UNIVERSITY AVE., ST. PAUL 14, MINN.

Half YOUR HEATING PLANT IS ON LEGS



Field Park Elementary School, Western Springs, Illinois. Superintendent of Schools: Mr. James V. Moon; Architects: Berger, Kelley & Samuelson; Consulting Engineer: Beling Engineering Co.; Mechanical Contractor: W. T. Mahoney & Sons.

THAT'S WHY CLASSROOMS MUST BE COOLED MORE THAN HEATED IN WINTER

Every child is a "bundle of BTU's". Assemble a group of these little stoves in a classroom and half of your heating job is done. Now, add the heat from lights and solar effect. Net result—an overheated classroom that demands winter cooling for true comfort standards.

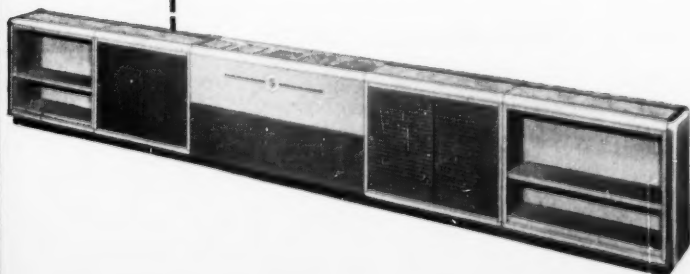
Herman Nelson recognizes the "health threat" of overheating—combats it in a sound and scientific manner. One, Draft|Stop introduces outdoor air in sufficient quantities to reduce room temperature to comfort level without creating drafts. Two, Draft|Stop permits class-

room cooling without compromise. Its method of draft elimination forestalls the possibility of having to heat and cool simultaneously—a condition certain to exist where heat is added to combat drafts in an already overheated classroom.

Don't look upon the problem of overheating as a fad—it's a fact. For complete information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

DRAFT STOP

Provides
COOLING,
HEATING,
VENTILATION,
ODOR CONTROL,
DRAFT ELIMINATION
All at minimum cost



herman nelson
UNIT VENTILATOR PRODUCTS

American Air Filter Company, Inc.

SYSTEM OF
CLASSROOM HEATING, VENTILATING AND COOLING

After 50 Years



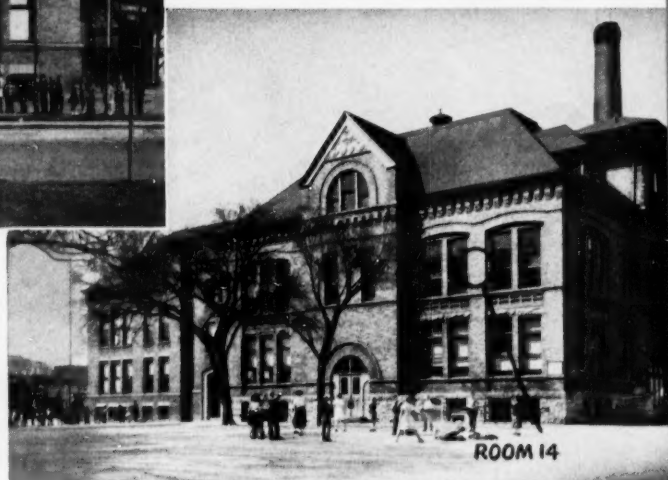
LINCOLN SCHOOL

RACINE, WIS.

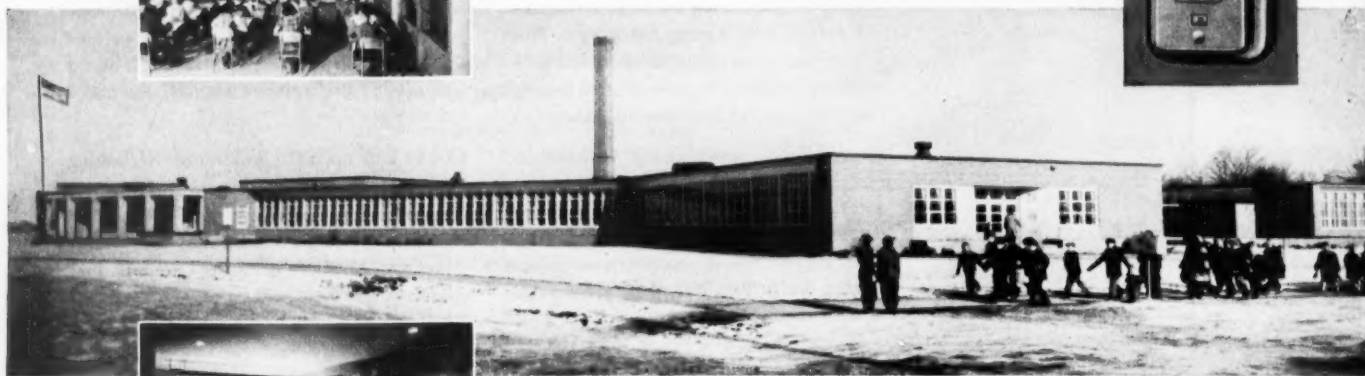
POWERS TEMPERATURE CONTROL

Installed here in **1903**

Above: One of a number of old and modern schools in RACINE equipped with Powers Control.



Below: RACINE'S New JERSTAD-AGERHOLM SCHOOL Completed in 1952 is also Powers controlled. Only a portion of the building appears in the photo. It has 14 classrooms, an administration and community center, playroom and kitchen, and audio-visual room. It is attractive inside and out—heating and ventilation are maintained with utmost economy.



Architects and Engineers: WARREN S. HOLMES CO., Lansing, Mich.
Heating Contractor: N. A. THOMAS CO., Racine, Wis.

this test shows

POWERS

Pneumatic System of TEMPERATURE CONTROL IS STILL GIVING ACCURATE REGULATION

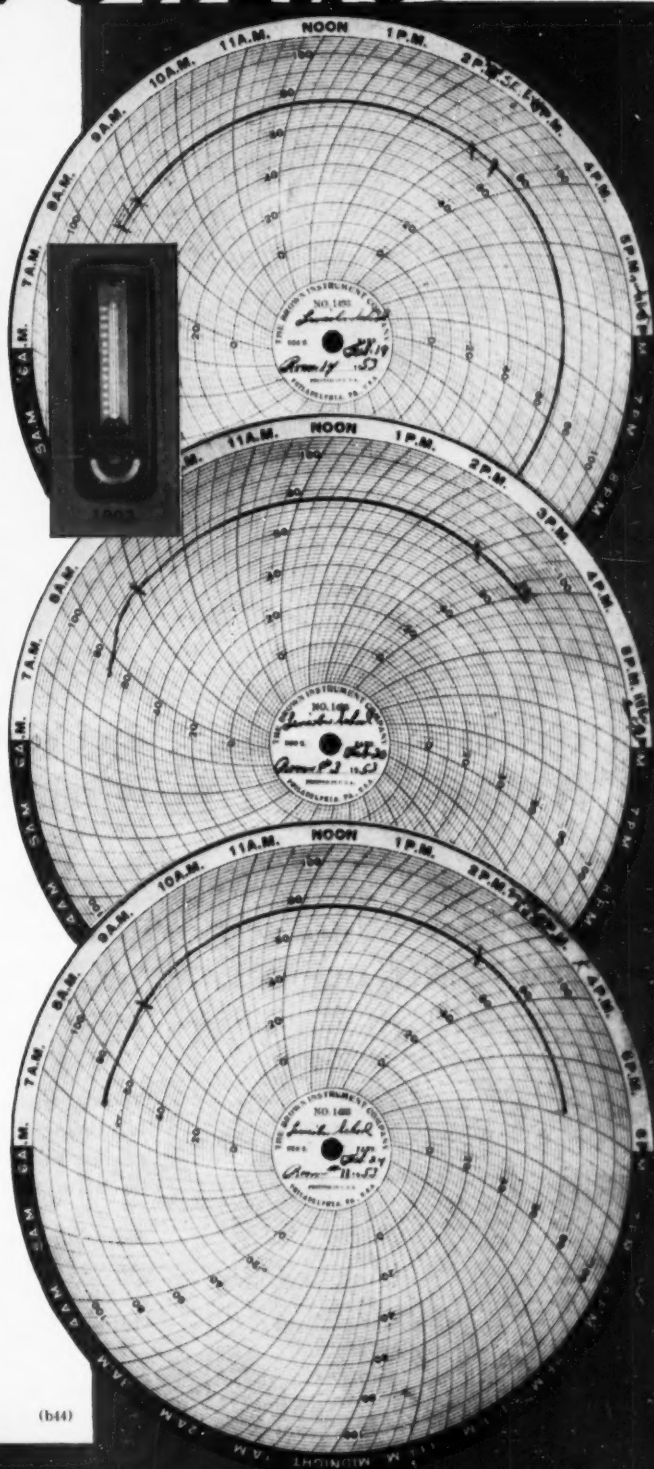


Miss K. Mart, Teacher in Room 14 Lincoln School, Racine, Wis. "T" is POWERS Type A Thermostat installed in 1903. It controls mixing dampers. Thermostat was set for 75° F. Note even control during schools hours. "RT" is Recording Thermometer which made charts at right in February 1953.

How is it possible for Powers systems to often give 25 to 50 years of dependable service?

Since 1891 outstanding features of a Powers thermostat have been: its powerful VAPOR-DISC with GRADUAL-ACTION and its famous non-bleed double valve. Proof of its superiority is revealed in the performance record shown here—as well as in many other old schools.

To get more years of better performance, greater comfort and fuel economy — install a POWERS pneumatic system of temperature control.



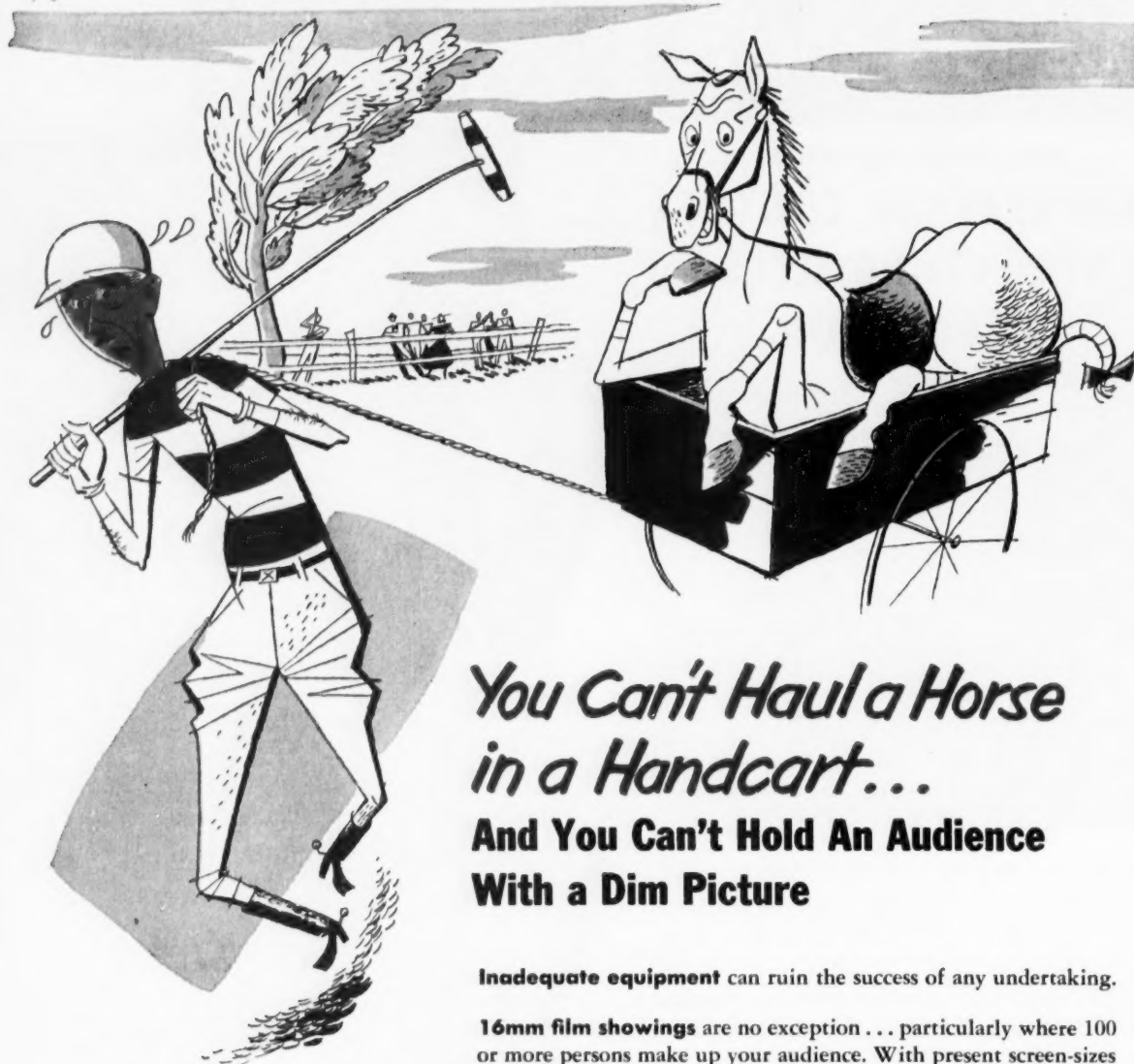
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OVER 60 YEARS OF AUTOMATIC TEMPERATURE CONTROL



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**And You Can't Hold An Audience
With a Dim Picture**

Inadequate equipment can ruin the success of any undertaking.

16mm film showings are no exception... particularly where 100 or more persons make up your audience. With present screen-sizes and projection-throws, the clear, brilliant, evenly-lighted pictures assured by carbon-arc projection are more than ever a "must" for successful auditorium screenings.

Today, with record numbers of business and educational films competing for viewers' time and attention, you can't afford to neglect the important element of *screen lighting* — its influence on attention, interest and impact.

Many new model lamps designed for "National" carbon-arc projection of 16mm films are now available. See your supplier for a demonstration as soon as possible. You'll find them simple, safe, and *four times brighter* than the next best source.



The term "National" is a registered trade-mark of Union Carbide and Carbon Corporation

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A Division of Union Carbide and Carbon Corporation • 30 East 42nd Street, New York 17, N. Y.

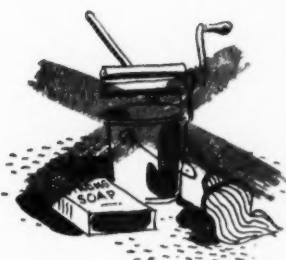
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And, over a span of years, vital savings in replacement.
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Choose from 27 rich, clear colors . . . an unlimited variety
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of modern schools across the land have made . . . and are
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"AERVOID" SAVES

REG. U. S. PAT. OFF.

\$ AerVoids save by providing a means by which hot foods, soups, and beverages can be prepared in a central location, under one supervision and distributed hot, miles from the kitchens in which they are prepared.

\$ AerVoids save by storing hot foods, soups, and beverages, immediately after preparation to release cooking equipment for more production, and lessen investment in more expensive equipment.

\$ AerVoids save by lessening overtime kitchen work and the meal hour rush, by permitting earlier cooking and providing a means of storing hot foods for distribution hours later.

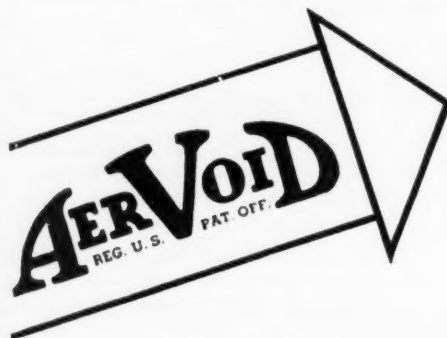
\$ AerVoids save by their flexibility. You can provide enough to serve one building or group now, and expand their use by ordering more for other locations as your budget permits and they prove their worth.

\$ AerVoids save because standard models and sizes of AerVoid Vacuum Insulated Food Carriers are obtainable to carry either one food to a Carrier or 2, 3, 4 or 5 different hot foods to a Carrier. So it's possible to secure AerVoids to exactly fit requirements for servicing large or small schools and large or small groups to be fed.

\$ AerVoids save by making duplication of cooking equipment, labor and space in so many different schools unnecessary.

\$ AerVoids save by making central food preparation and decentralized food service possible, practical and easy.

Seven ways in which Portable AerVoid hot food and liquid carriers save money in school lunch operation are pin-pointed above . . . condensed for easy reading. They are culled from the experience of schools actually using AerVoids. Read them. They'll help you too, to stretch your school lunch budget dollar!



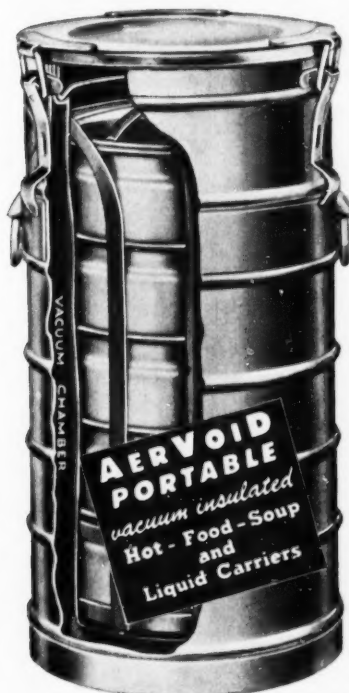
Dollars

7 WAYS

In School Feeding

Durability, sanitation, easy handling, high efficiency in keeping foods and liquids hot are combined in Portable AerVoIDs as in no other available equipment.

Sturdy all stainless steel construction stands up under rough usage. Ready for service as soon as unpacked. No installation. Maintenance and up-keep, practically nil! Lots of service from a small investment.



PORTABILITY PAYS OFF!

Being readily portable, indoors or outdoors, AerVoIDs begin where stationary equipment leaves off. They move the output of stationary food production equipment to far removed points of service . . . saving time, labor, and expediting service.

write for FOLDER SE-54

Folder SE-54 describes and illustrates the various available models of Aer-Void food, soup, liquid and milk carriers adaptable to school feeding. Write for your copy today.

FREE CONSULTANT SERVICE FOR SCHOOLS

Help

is yours for the asking . . . in modernizing and extending your feeding operations . . . in determining and measuring **QUANTITIES** required for mass feeding . . . in the setting up and operation of school central kitchens. AerVoid free Consultant Service is yours for the asking. AerVoid Food Consultants have had years of experience in mass feeding operations. They make available a vast fund of information from the experience of others. They have saved many of our customers thousands of dollars. City Boards of Education ask about our "On the Spot" survey service.

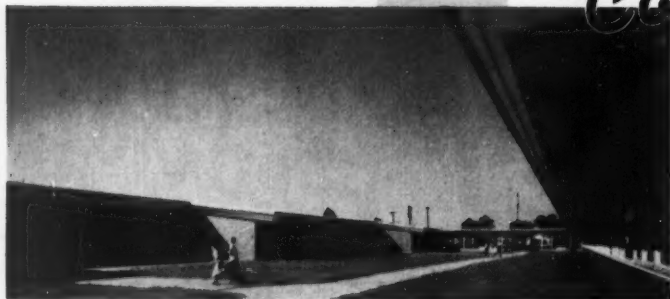


QUOTES

- "This is our eighth year of operation and we are very enthusiastic about its merits. We serve 1900 pupils in seven elementary and one junior high school building all from the central kitchen. Some of your stainless steel Vacuum Cans are in their eighth year and just as attractive and efficient as ever. Food leaves the kitchen about 9:00 A.M. and is served at 11:30 A.M."
- "Your AerVoIDs are giving us wonderful service. We are serving approximately 350 students. Of this number we carry food in AerVoIDs to about 225 students. We have one main kitchen and send food to 5 outlying schools. School lunch time is 12:00 o'clock and some of the food is started on its way at about 10:45 A.M."
- "We really make good use of your vacuum carriers. We have twenty-three schools with lunch rooms but cook only in five schools and transport hot foods by truck to the other eighteen schools. This saves having a cook in most of our schools and it does save our labor cost. We have about twenty-five carriers in service and they have proven very satisfactory to us."
- "Right now we are averaging around 8,700 meals per day from our central kitchen with AerVoIDs, and the longest distance they are hauled is 17 miles."
- "We are using AerVoid Carriers to transport food to nine kitchens from the main kitchen. The total distance traveled daily is about twenty-five miles. The food is kept hot and appetizing and is ready to serve upon arrival."
- "Two schools are being serviced at present and we expect to expand the program to include one or more of the high school buildings."

VACUUM CAN COMPANY 19 South Hoyne Ave. Chicago 12, Ill.

Congratulations



Port Arthur, Texas, Public Schools,
Superintendent Z. T. Fortescue,
and your architects, Caudill, Rowlett,
Scott, Neff and Associates

and

Charlotte, N. C., Public Schools,
Superintendent Elmer Garinger,
and your architects,
A. G. Odell, Jr. & Associates



*on your new schools
winners of top awards*

in THE SCHOOL EXECUTIVE
Competition for Better School Design

We are honored that

WELL-BUILT Classroom Furniture

was selected for these two
top schools of 1953.

WELL-BUILT Features:

- Selected Appalachian Kiln-Dried Beech
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DESK AND CHAIR UNITS
CHAIR DESKS
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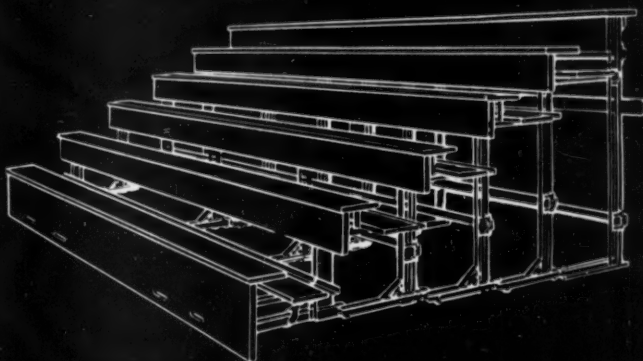
and the name of the authorized distributor in your state.

WILLIAMS & BROWER, INC.

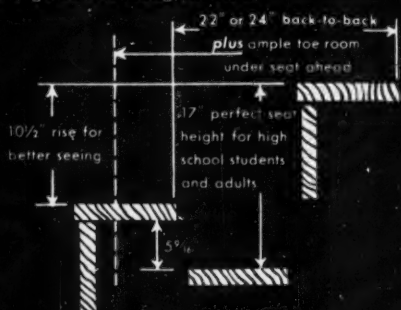
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BEST BUY!



TWO DEPTHS... 22" row depth for maximum seating capacity—24" row depth for greatest seating comfort.



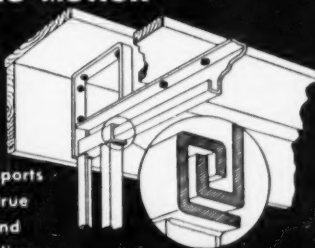
NEW DESIGN has achieved weight reduction up to 70 pounds per row—the easiest gym seat to open and close.

SELF-SUPPORTING understructure now stronger than ever—wood parts give additional strength.

4 VERTICAL UPRIGHTS support each row—controlled weight distribution—no extra wall reinforcing required.

"FLOATING MOTION"

opening and closing assured by interlocking members and multiple supports that insure true alignment and prevent binding.

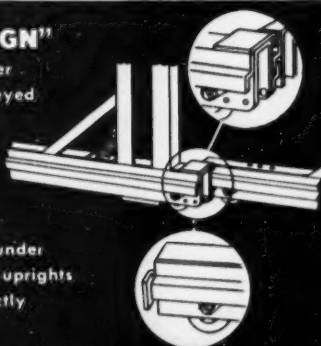


MEDART *New* TELESCOPIC GYM SEATS*

"DUAL-ALIGN"

cushioned roller housing are keyed together and interlocked for straight-line trackage.

Non-marring rollers retract under load—vertical uprights then bear directly on floor.



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SEND MEDART PRODUCTS, INC. • 2334 DONALD ST. • ST. LOUIS 16, MO.



Coolite glass in skylights improves daylighting in corridors of Culver City High School. Architect: Daniel, Mann, Johnson & Mendenhall, Los Angeles, California.

SKYLIGHTS FOR SCHOLARS

**BETTER DAYLIGHTING
GREATER FIRE PROTECTION
MAXIMUM COMFORT**



COOLITE GLASS HELPS GUARD YOUNG EYES

Eye fatigue is an enemy of education. Children must be provided with high levels of quality illumination. In the Culver City High School approximately 30,000 sq. ft. of Coolite wire glass by Mississippi was installed in skylights, flooding the entire interior with glare-free, controlled daylight. Coolite converts "raw" sunlight into softly diffused and conditioned illumination. The innate strength of this famous wire glass adds structural endurance, reduces danger from breakage. Coolite wire glass helps retard dangerous fires... tends to "bottle up" fires before they can spread to tragic proportions... provides increased safety for occupants.* Coolite absorbs 50% of the solar heat, keeps interiors cooler, more comfortable.

In its experimental schoolroom, Mississippi conducts continuing research on the school lighting qualities of its products. There is a school-tested pattern for every requirement, in line with your school building budget. Specify Mississippi Glass and make better daylighting a part of your plan.

*Approved Fire Retardant No. 32



Send for free catalog,
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Samples on request.

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| Apples | Grapefruit Segments |
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| Pineapple Slices | Pineapple Tidbits |
| | Freestone Peach Halves |

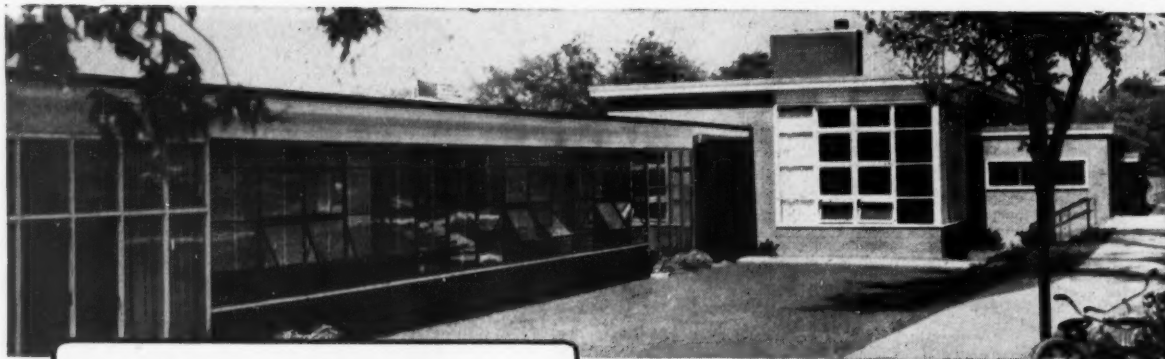
VEGETABLES

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|-------------------------|-------------------|
| Lima Beans | Diced Carrots |
| Cut Green Beans | Sliced Carrots |
| Whole Green Beans | Tomatoes |
| Sliced Beets | Whole-Kernel Corn |
| Whole Beets | Sweet Peas |
| Spinach | Tomato Paste |
| Cream-Style Golden Corn | Lima Beans |

Ask Your Heinz Man About . . .

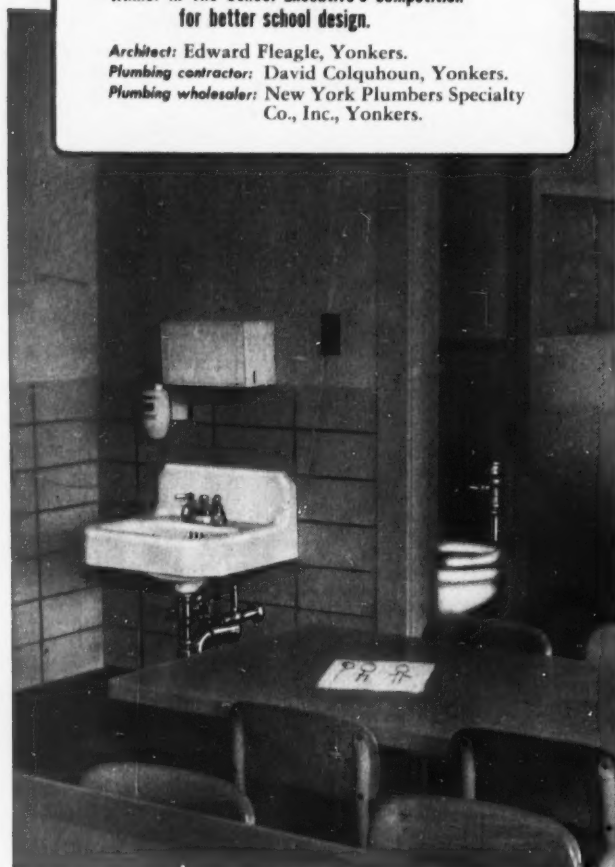
HEINZ FRUITS and VEGETABLES

You Know It's Good Because It's HEINZ!



Colonial Heights Elementary School, Yonkers, N. Y.:
Winner in The School Executive's competition
for better school design.

Architect: Edward Fleagle, Yonkers.
Plumbing contractor: David Colquhoun, Yonkers.
Plumbing wholesaler: New York Plumbers Specialty
 Co., Inc., Yonkers.



TYPICAL OF THE COLONIAL HEIGHTS SCHOOL'S MODERN DESIGN is this arrangement of plumbing fixtures in a number of the classrooms. A lavatory is located in the room, with a toilet installed in a small room just outside. Good-looking, easy-to-clean American-Standard fixtures are shown here.



AMERICAN-Standard

Award-winning school in Yonkers, N.Y. has praise-winning plumbing fixtures by **AMERICAN-Standard**

■ In keeping with its modern design, the Colonial Heights Elementary School is equipped with handsomely-styled, durably-constructed American-Standard plumbing fixtures.

In school after school, American-Standard products have earned a reputation for long life, easy and economical maintenance. That's because American-Standard products are *quality* products. Constructed of only the finest materials, and made by expert workmen, American-Standard products are built for *years* of trouble-free service. It's easy to get the *right* products for each job, too, when you select American-Standard... there's a *complete line* of both heating and plumbing products to choose from.

American Radiator & Standard Sanitary Corp.,
 P. O. Box 1226, Pittsburgh 30, Pa.



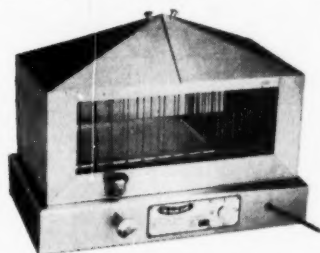
THIS WASHROOM INSTALLATION in the Colonial Heights School features Madera toilets and a battery of Chinal urinals. The elongated bowl of the Madera assures greatest sanitation... siphon jet water action provides thorough cleansing of the bowl with each flush. The urinals, of genuine vitreous china, feature integral flush spreaders that wash evenly with minimum water.

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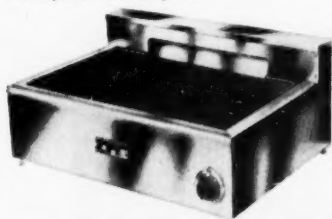
Popcorn Machine
MANLEY ARISTOCRAT

Big capacity to feed big crowds fast. After just 15 minutes instruction, students are expert operators. Takes up just six square feet of floor space. Controls assure uniform heat, seasoning. Plenty of storage space.



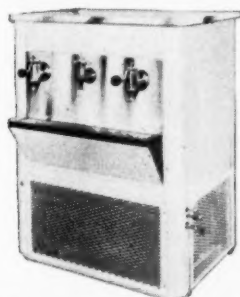
Hot Dog Machine
MANLEY FRANK-BANK

Designed to serve hungry crowds fast. Holds 7 dozen buns, 10 dozen hot dogs. Keeps buns fresh. Easy loading and serving. Easy to clean. Stainless steel on enamel base. Takes up only two square feet of space.



Hamburger Griddle
MANLEY ELECTRIC GRIDDLE

Turns out 225 hamburgers an hour. Electrically operated, thermostatically controlled. Delivers consistent heat for consistently good results. Temperature evenly divided across griddle. Takes up less than two square feet of space.




Cold Drink Machine
MANLEY ICE-O-BAR

Serves ice cold drinks as fast as operator can draw them! Easy to operate. Easy to install and maintain. Takes up less than three square feet of space.



Here's a proved way to make
your concession stand



pay off . . . with student  help alone!

It's a method already proved in many
schools—The Manley Snack Bar Plan! Here's

why it works—(1) Manley equipment is
designed for simplicity of operation!



Each piece of equipment, including: Popcorn
Machine, Hot Dog Machine, Hamburger Griddle
and Cold Drink Machine can be operated
profitably with little operator experience.

(2) Your Manley representative, who will
explain the plan in detail, offers you the
benefits of 25 years experience in the
concession field!

**THIS PLAN IS WORTH
YOUR INVESTIGATION!**

It's a plan tailor-made for schools like yours.
Your Manley representative diagrams ex-
actly how each piece of equipment can fit
into your space limitations . . . gives you in-
valuable tips and advice. Mail coupon today
for the whole story!



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1920 Wyandotte St.
Kansas City 8, Mo.

MANLEY, INC.

Dept. SE-454, 1920 Wyandotte St., Kansas City 8, Mo.

- ☐ Please send complete information on how we can make The Manley Snack Bar Plan work in our school.
- ☐ Please have your representative call. I understand that there is no obligation on my part.

Name _____

Title _____

School _____

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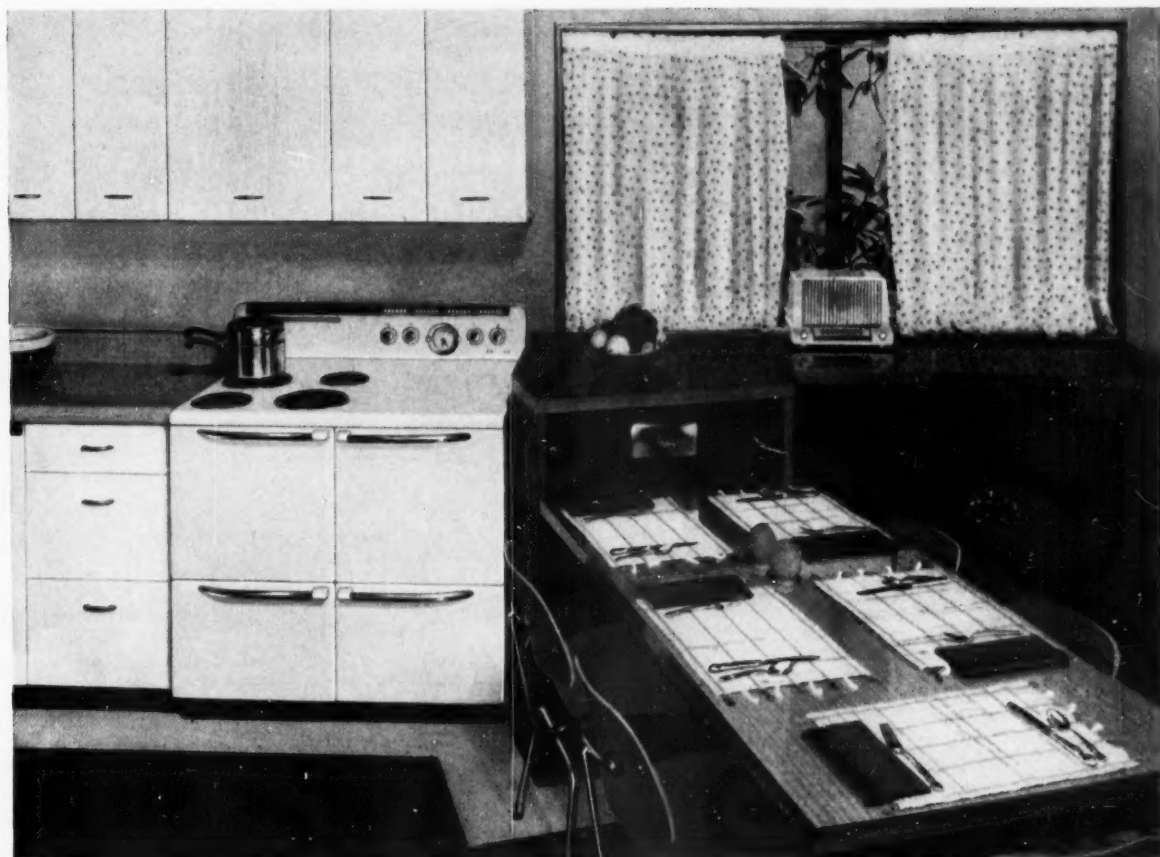
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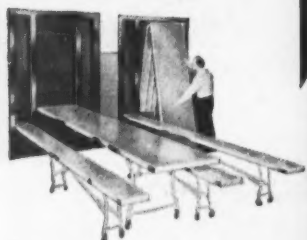
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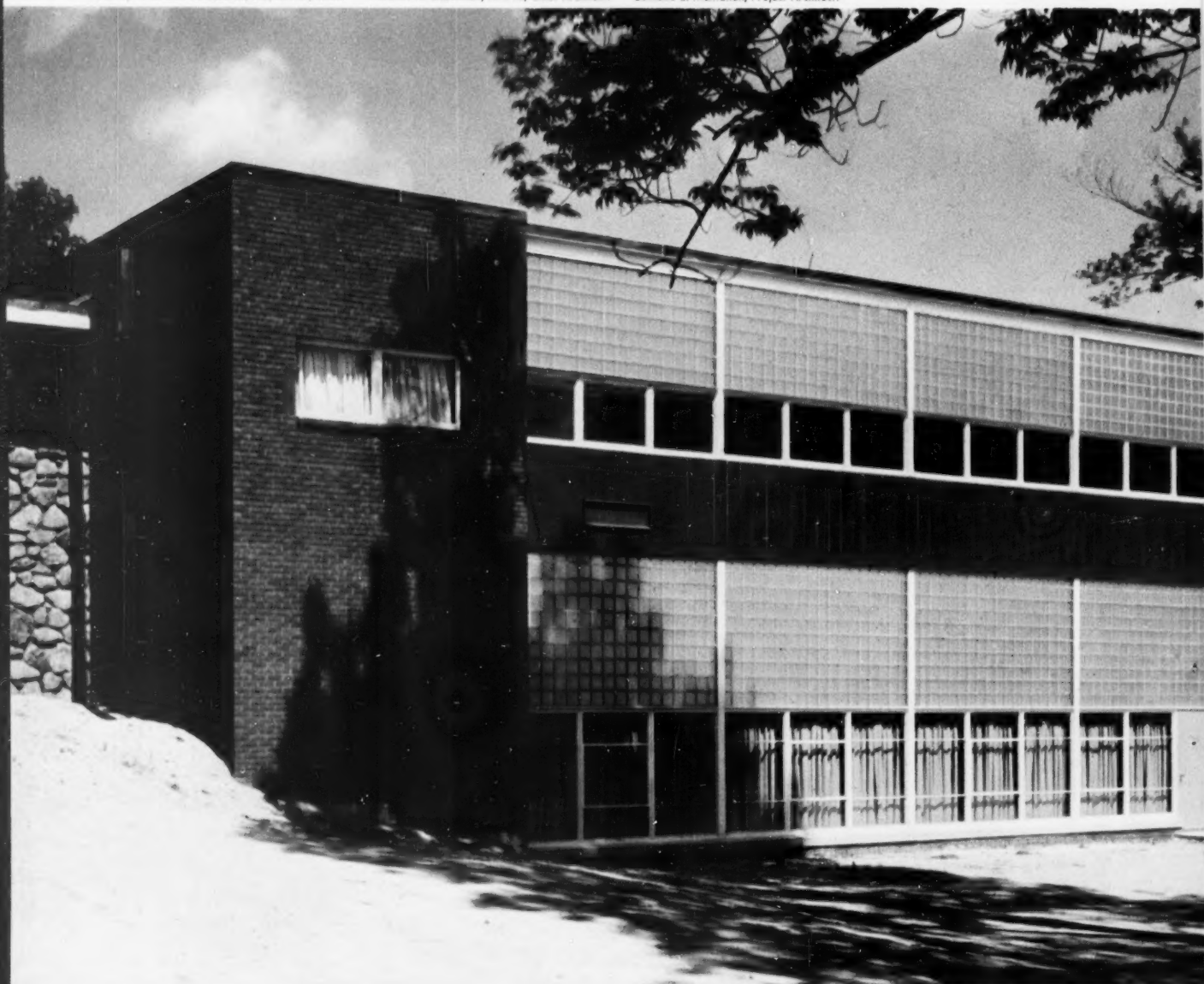
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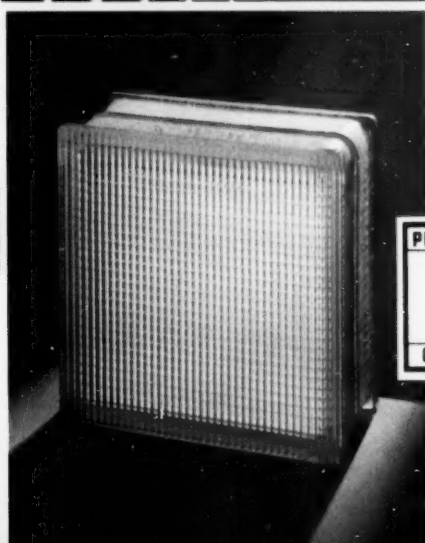
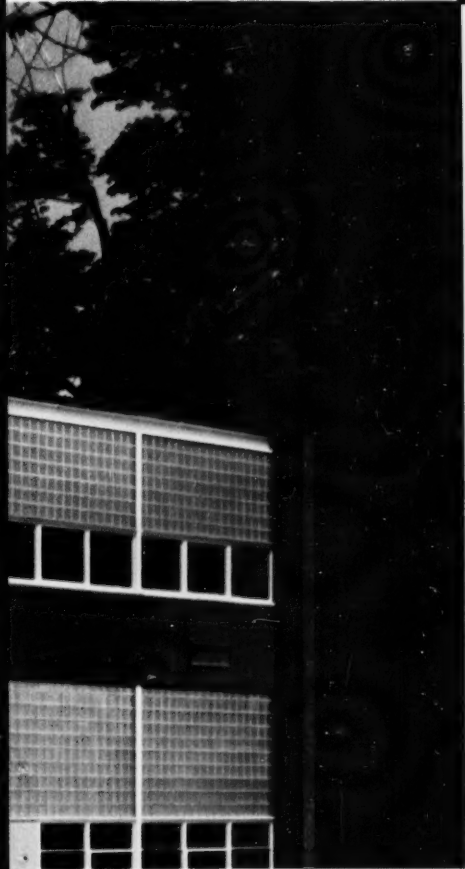
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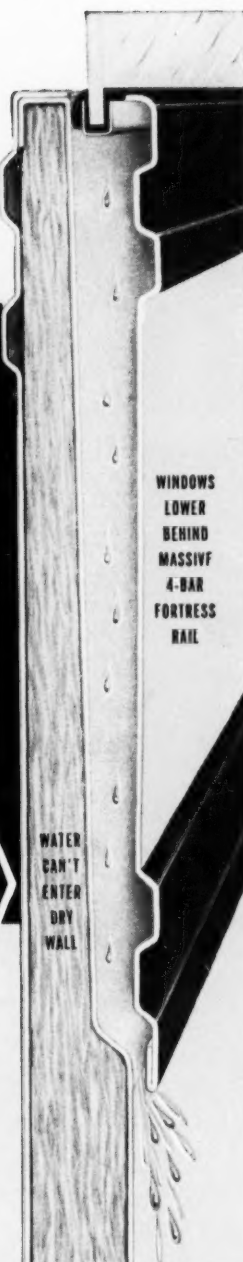
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The Keys to LEADERSHIP

by STEWART HARRAL

HAVE YOU ever said to yourself, "What qualities are needed by a top-flight superintendent?" or "How can I increase my powers of leadership?" These are natural questions . . . important questions!

So let's look at Mr. Successful Superintendent. First, we'll glance at his many responsibilities. And then we'll break down some of the specific qualities which provide rich fuel for his powers of leadership.

If anyone needs a multiple personality, it is the superintendent of schools. His public expects him to be a financial wizard, author, speaker, politician, curriculum expert, adviser to the school board, active civic worker, architect, psychologist, administrator and public relations counselor of the highest rank.

On him and his colleagues everywhere rests the task not only of increasing the nation's educational facilities to take care of the expanded needs which the future will bring, but also of remedying some of the serious deficiencies which exist now.

Merely working at his job isn't enough. In addition, he must avoid practices which may arouse hostility

or contempt on the part of his public. Certainly he must be a specialist in human relations. He must watch the pulse-beat of public opinion. He cannot evade the responsibilities of leadership. If he does, apathy toward the schools and their needs will result.

Whatever the local situation, he should fit his personality to his particular community. Furthermore, he should make the most of his abilities and recognize his shortcomings. Let us suppose that Superintendent K. is extremely successful as a speaker, but is not effective as a writer. Then he should concentrate on speeches, and let others do the writing. Here's the main thing: He must consider his total impact as an individual.

Every community has its force of tradition. These deep-seated beliefs and attitudes which characterize any culture must be considered by the school executive. "We've always done it this way" is the theme song sung by local citizens. They often resent change. As a result, the superintendent must always remember that fundamental changes occur slowly. No matter how worthy his ideas, he

Mr. Harral, director of Public Relations Studies at the University of Oklahoma, keeps busy on three public relations fronts—as a writer, lecturer and consultant. He has served as graduate lecturer in public relations at NEA-sponsored workshops. His latest book, *Tested Public Relations for Schools*, was selected as the official manual at the Annual Conference on Public Relations in American Education.

cannot completely upset things overnight. He cannot get too far from the community framework. Rather, he should seek for a gradual awakening (unless the situation is an emergency) when he is seeking a change in the opinions and beliefs of others.

What are some specific qualities necessary for the attainment of leadership in school administration? Read books and magazine articles and you soon discover that just about every trait considered valuable by anyone has been cited by someone as indispensable. So it is almost impossible to discover any single common denominator.

A community may have certain peculiar needs which can be met

school personnel and the lay public) to do something about improving their schools? How? Work with people, not on them.

Intelligence: Do you possess the all-round intelligence which your task demands? Are you resourceful? Adaptable? Are you versatile in a wide variety of situations and duties? John Dewey defined intelligence as "the ability to solve problems." When all is said and done, your total effectiveness hinges greatly on this one quality.

Reverence: Do you demonstrate, in beliefs and deeds, that you are attuned to the highest religious values? Do you encourage programs and activities which stress spiritual ideals? Do you set an example by

largely determined by one factor: your ingenuity. Have you developed your creative power so that you are both original and practical in the solution of most problems? Do you feed your creative ability by experimenting, observing, listening and studying? Strive for positive originality.



Expressiveness: Can you express yourself well in speeches, letters, radio and television? Study semantics.

By using a variety of avenues to understanding, you can strengthen your personal public relations and those of your system.

Public Relations Consciousness: First of all, do you have the ability to view everything in terms of



only by a superintendent who is "tailor-made" for that community. But even though the situation in Nashville differs from that in Norfolk, every community also looks for certain basic leadership traits in its superintendent.

You may read the check list which follows and then groan, "Superman doesn't have half of those qualities. Is this an attempt to describe the perfect man?"

No. This list is given with the hope that every school executive—the veteran and the beginner, in a giant system or a small one—may use it in building his powers of leadership. Some of these traits may be old stuff to you, but they're sure-fire. Use these guideposts in stepping up your administrative performance.

Leadership: Do you have personal magnetism?

Do you maintain high standards in your system? Are you big enough for the job? Do you possess an enduring interest and enjoyment in working with people? Do you coordinate school and community efforts to solve problems common to both? Can you fire the people (both

serving actively in your church and also in community inter-denominational affairs? Religion is basic to the moral fiber of our culture.

Vigor: Are you a dynamic agent for the cause of education? Do you administer your duties with a vigor which impresses all with whom you come in contact? Are you an evangelist for the best in education? Don't be an automaton.

Up-to-Dateness: New days bring new problems. Do you meet them with a professional touch which is up-to-date? Are you flexible enough to have the courage to change when the occasion demands it? Do you stay abreast by attending workshops, studying current literature, traveling and in other ways? Remember: Today you have to run to stand still.

Planning Ability: Can you organize and look ahead? Can you make the most of your situation—personnel, facilities, community—everything which makes your situation unique? Do you make plans or just bumble along? Progress comes from planning.

Creativity: Enjoyment of your task and also your progress are

its public relations consequences? Secondly, can you organize and direct your program in such a way that the entire school personnel takes part in planning and executing all phases of public contacts. By virtue of your position, you serve as the executive head of the public relations program. You furnish creative leadership, direct the formation of policies, advise workers, and establish procedures. You are the key person in building good will, support and understanding. Ultimately, neglect or indifference on your part will seriously affect every phase of the public relations between schools and public. What's the main thing? It's this: set a good example.



Fairness: Are you just as sympathetic to the foreign-born father who comes when his son is in trouble as you are to the wife of the school board president? Always be sensitive to another's wants and needs.

Thoroughness: Are you accurate? Precise? Do you realize the importance of doing little things in a careful way? Beware of shortcuts, hasty judgment and hurrying

answers. Think before you act and you'll save more than time.

Congeniality: When you visit a building do you speak to the custodians and the kids? Or does your dignity hide your human qualities? Does your presence lift others? The light of a friendly eye, the warmth of a cordial smile—these will work magic in your personal contacts.

Foresight: Can you look ahead far enough to avoid misunderstandings, ill will and loss of support? Is your program flexible enough to meet the needs of changing circumstances? By looking at today's activities in terms of tomorrow's consequences you can strengthen your leadership. Secondly, do you possess

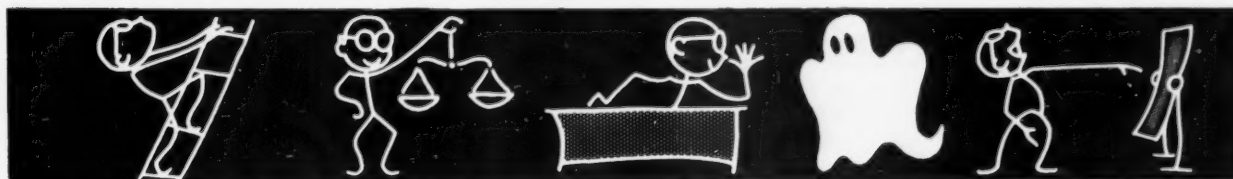
The surest way to be diplomatic is to think in terms of what the other person or group wants to hear. Say the right word at the right time. It's all in how you say what you say.

Self-Control: It's easy to "blow your top." Yes, and it's tempting to fight fire with fire. But don't let criticism and petty talk fluster you. Remain poised and calm. Once words are spoken or written, they go on their merry way and you can't stop them. Think ten times, and then speak once.

Courage: From Ichabod Crane on down, pedagogs have needed courage. Hoo-doods abound. So you must have courage to stick to the right principles; courage to give the chil-

experience, every superintendent needs continuous inservice preparation. Public relations, for instance, are never static. Public opinion fluctuates. Only by research, study, counsel, travel, observation and reading can a school executive improve his professional skills.

Open-Mindedness: Do you have all the answers to all of the questions? Or do you have an open-mindedness which brings admiration and good will? How can you develop this trait? Try these methods: (1) be a good listener, (2) welcome new ideas and suggestions, (3) don't become obsessed with any particular policy, idea or project, (4) don't hush up complaints with a "know-it-all" attitude, and (5) keep adding an



the vision necessary to see the needs, problems and programs of your system five, ten and twenty years from now?

Alertness: Can you concentrate? Can you shut out everything except the topic of the moment? Only in this way can you channel your thoughts into one giant effort and thus be sensitive to the immediate situation. Always keep the line to your "idea-tank" open.

Common Sense: "Common sense is so uncommon" a columnist stated recently. This trait involves a sense of proportion, a prudence and an ability to keep both feet on the ground. Are you reasonable? Is your judgment generally sound?

Ambition: Have you moved up the administrative ladder? Have you set up specific goals and then marched to them? Are you walking on a treadmill, or climbing a ladder?

Tactfulness: Don't be like the superintendent who announced at a general faculty meeting, "We had hoped to have 100 percent attendance today. Everyone is here but Miss Quizz. Let us hope she is ill."

dren of the community what their educational needs demand; courage to stand for the right even when the community may think you wrong.

Staff Relations: Do you know your associates and teachers as individuals? Do you take them into your confidence? Have you developed harmony within the staff? Do you welcome bad news? Are you accessible and helpful to staff members? Do you use your authority democratically and wisely? Do you know the secrets of getting cooperation of others? Always remember: Your co-workers are more than statistics. Each is an individual who wants to feel happy and important.

Sense of Humor: Can you laugh at yourself? Let's hope so because this shows that you possess a sense of proportion. "Good humor is one of the best articles of dress one can wear in society," Thackeray said. Laughter provides restorative powers. It calms tense bodies and frayed nerves. Remember: He who laughs, lasts.

Self-Improvement: Regardless of his basic training and professional

element of variety into your program. Now this isn't to say that you should function as a weather vane and be turned by every shift in public opinion. Tune in on public thought, and adjust your program, if necessary. Avoid direct resistance when possible. On matters which are especially important to you, be tactfully aggressive.

Devotion: How do you view your job? As so much drudgery? As something to be endured? As an opportunity to make so many dollars a year? If you look upon your position from any of those angles, then view it in a different light. Remind yourself that you have answered the high call of giving eternal values to children and youth. And keep in mind, too, that it is your responsibility to give your all in a world that desperately needs light.

The choice before humanity is, literally: learn—or perish. As a successful superintendent you will always point the way to something higher than yourself. With renewed devotion, you will rededicate yourself to values which give life meaning, depth and direction.

case study of a

Curriculum Improvement Program

by JACK RAND and ROBERT BURRESS

Dr. Rand is assistant superintendent in the Paramount School District. He formerly held Dr. Burress' present position of assistant superintendent of the South Bay Union School District, Palm City, California, at which time Dr. Burress was elementary coordinator for San Diego County schools. It was in their former positions that they participated actively in the curriculum development program they describe.

| GROUPS | ACTIVITIES |
|-----------------------|---|
| PARENTS AND COMMUNITY | Meetings Conferences |
| PUPILS | Teacher evaluation of pupils Testing program Class visitation |
| TEACHERS | Survey Conferences |
| ADMINISTRATORS | Meetings |

IN PLANNING the curriculum improvement program last year for the South Bay schools—a K-6 district with four schools, 1800 pupils and 50 teachers, in the outer suburbs of San Diego—we began with the premise that curriculum development is the growth of the teachers.

Then these basic assumptions followed: teachers grow most through sharing ideas and thinking with fellow teachers; the function of consultants and principals is to stimulate teacher growth; growth begins when awareness of a need has been created; teachers should share in developing those policies which affect them; the most challenging job of the administrator is to release the teachers to exercise their own creative talents; and the objectives in teacher-growth are to help teachers work toward meaningful goals and to help them identify, and use, adequate means of evaluating their program.

| EDUCATIONAL NEEDS | IMMEDIATE ACTION | CONTINUING ACTION |
|---|--|---|
| Understanding the school program Understanding children Safety, recreation Health | Newspaper articles Parent study groups PTA participation Reporting school events | Annual report |
| Strengthening of reading and arithmetic programs Functional social studies program Organized physical education program Attention to special needs | Testing program Special training Survey of handicapped children Counseling with teachers Play therapy program Instrumental music program | Program for health improvement, reading improvement, social studies improvement Organized physical education program |
| Individual differences (slow-gifted) In-service help with physical education, music, crafts Improvement of methods and information on materials Teachers' handbook | Monthly in-service meetings Personal contact Curriculum bulletin Newsletter District personnel policies Public recognition of good work Classroom assistance Extending use of resources | Inter-school visitations Teachers' handbook Articulation with junior and senior high schools |
| Help in supervision Improvement of communication Written guidelines to policies Streamlining of administrative details More time for class visitation | Weekly meetings Individual conferences Written policies Inter-district visitations Professional meetings Resource persons Organization of inter-office forms | Importance of supervision Evaluation of school program Salary considerations Evaluation of principals' role |

Action chart of South Bay's program

One of the first and most important steps in curriculum improvement was the locating of needs and resources of the school system. These were located from teachers' surveys, the experiences of administrators, testing programs, classroom visitations and conferences with individual teachers, parent and PTA contacts, and personnel records.

From these and other sources many educational needs were spotted. These were classified under the following headings:

- Community relations
- Teacher morale
- In-service growth of teachers
- In-service growth of administrators
- Curriculum materials, selection, procurement and utilization
- Policy statements by the governing board
- Articulation with junior and senior high schools in the area
- Continuing evaluation of the school program

In each of these areas some definite action has been taken.

In the area of community relations, for example, two important needs were felt. One was to keep the public as well informed as possible about the school program, and the other was to establish situations where some cooperative thinking could be done by lay people and school people.

Local newspapers tell about schools

One of the local newspapers published a series of teacher-authored articles describing what is taught at different grade-levels and subject-matter areas. Seeing their name in print, incidentally, gave these teachers a big morale boost. Another local newspaper has carried a weekly column titled "Your South Bay Schools" the past year. This column has concentrated on answering questions raised about the school program. The questions were answered

by a panel group of teachers, principals, PTA representatives and administrators. This column has drawn favorable response from many parents.

A picture-and-graph annual report was presented in one of the local papers last May. It consisted of three parts: financial and growth aspects of the school situation; illustrations of the educational experiences of the South Bay School children; and descriptions of some of the ways in which parents and teachers were working together for the education of their children. In addition to its publication in the newspaper, 2000 additional copies of the report were published for the school district, and a copy was sent home with each school child.

Last year, for the first time, parent-study groups were instituted in the district. The assistant superintendent and the curriculum coordinator met with interested parents twice

a month for most of the school year. The sessions were focused on "Understanding Children." The group operated quite informally and it was a rich learning experience for all participating—their problems concerning youngsters being more-or-less mutual. These meetings gave the administration an opportunity to see what many of the parents were thinking about the school program, and many of their suggestions were constructive.

High teacher morale being basic in a curriculum improvement program, it was decided to initiate a district newsletter. Personal and social items about district personnel comprise the bulk of the paper, and the teachers themselves serve as editors and reporters. Worthwhile curriculum experiences are also shared; for example one of the fourth-grade teachers described the visit her group took to the Tijuana schools in Mexico. Teachers in the district are coming to know each other much better through reading the newsletter.

A planned in-service education pro-



Parent-study sessions proved enlightening for both lay and school people.

gram was needed, and to direct this program a Curriculum and Professional Steering Committee was formed. This committee consisted of seven teachers, a principal, the curriculum coordinator and the assistant superintendent. This group had responsibility in planning district meetings. The in-service education program operated through building and

district-wide curriculum meetings. When double sessions permitted, meetings were held once a week. These focused on individual school problems—the curriculum coordinator and assistant superintendent serving as resource people.

District meetings, held once a month, attempted to meet needs which were spotted in the teachers'

Economics and Education

In the early 1900's pioneering educator W. K. Tate developed views on "the economics of education" which need more study today

by H. OWEN LONG

Dr. Long is registrar of Kentucky Wesleyan College. This article is an outgrowth of his dissertation at George Peabody College.

PPRIVATE COLLEGES and universities no longer look primarily to wealthy individuals for endowment funds. Today it is the great corporations that make large contributions—on the premise that from schools and universities come the trained personnel of which they have increasing need.

The direct relationship between education and the workings of our economy has been recognized but recently, and as yet it gets little other than lip service. Like many another

influential concept, it has been struggling for recognition for many years.

Even before 1900, a pioneering Southern educator, one William Knox Tate, presented the facts as he saw them at every opportunity. Excerpts from the writings of Tate, a public school administrator and professor of elementary education, have relevancy today. Several follow:

On education and one-crop farming:

"We have not duly considered the

survey. Before each meeting a curriculum bulletin, dealing with the topic of the meeting, was written by the curriculum coordinator and given to each teacher. The meetings were primarily for teacher-sharing of good practices. It was felt that these meetings had to involve practical helps and teacher participation before they could be successful.

One of the bright spots of the past year was the in-service growth of administrators. The principal in an elementary school occupies a key role in curriculum improvement; if he can be freed to take an active part in the supervisory program—and if the know-how is present—better teaching should result. The principals in the South Bay District realized this and were willing to plan accordingly. Weekly administrative council meetings were held. Two of the four monthly meetings dealt with curriculum problems and, whenever possible, were followed by visits to a classroom where provision was made to see demonstrated some of the things which were discussed.

Efforts were made to free the principal for more supervisory duties. An in-service program for non-certificated personnel was conducted during the year to help the school clerks and custodians do their job more effectively and thus free the principal from time-consuming details. The principals were also encouraged to delegate responsibilities to teachers who were interested in getting administrative experience.

Written policies provide guidance

Basic to any curriculum program is the publication by the governing board of general statements which outline the purposes, policies, organization and program of a school district. It provides at the district level a written framework of guidelines in the form of policies within which the superintendent and his staff can operate democratically. This guide serves to orient new staff members to the purpose and scope of the educational program, to the functions and relationships of their posi-

tions, to the rights and privileges of district personnel, to administrative organization, and to matters where consistency of treatment is desired. Such statements heighten morale, clarify thinking, give protection to the staff, and provide the necessary educational objectives upon which evaluation is based.

The assistant superintendent provided leadership in developing such a guide. Major consideration in the development of policies was given to the involvement of all personnel who would be expected to effect such policies once adopted. Care was exercised in the wording of policies and in the format to provide a systematically organized and attractive publication, democratic in nature, and dealing only with matters of essential concern. These documents are available to all personnel.

These are some highlights of the past year in the curriculum improvement program in South Bay. The two strongest points in this program were systematic planning and comprehensive coverage.

educational importance of diversified farming. As long as cotton keeps our children out of school until the first of January, it is a curse at any price. It is a system of farming which from its very nature keeps our children in ignorance."

On industrial education:

"In our ordinary system of education . . . the boy or girl who gets the most attention is the one who can learn algebra, Latin and physics, and who likes to read poetry.

"Those who cannot handle these subjects, but could make good farmers or carpenters, or mechanics or artists or housekeepers, find little in our course of study which appeals to them . . . They leave school discouraged at their supposed dullness and become poor contributors to the common good or a burden on the community, to which under a more

rational system of education they would have rendered efficient service.

"The State should see that every citizen has the opportunity to learn the thing which will contribute most to his own usefulness and happiness, and to the common welfare of society."

On life-adjustment and resource-use education:

" . . . If school is to be a preparation for life, ought we not to take the living, moving world around us as the basis for the course of study? The rural school should endeavor, first of all, to put intelligence into the activities of the farmer, and thereby enable him to use the resources which surround him to his best advantage.

"The beginning and end of education lie in the things which are nearest at hand . . . Any other method

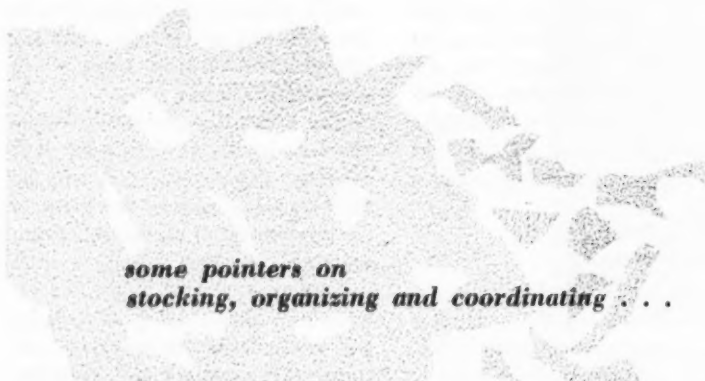
of procedure merely fills the mind with meaningless symbols."

On education and prosperity:

"The first requisite to greater prosperity is to improve our common school system. The college leads most of its graduates into professional careers. It exists for the few. The efficiency of the thousands upon whom the material prosperity of a state depends is directly proportional to the efficiency of the common school system of that state.

"When the masses learn to think and their eyes are open to the possibilities which surround them, the problem of material progress will be solved."

Tate often pointed out that cities, in their expenditures for education, did not demonstrate faith in the values of education as a factor in the region's economic health.



*some pointers on
stocking, organizing and coordinating . . .*

The Instructional Materials Center

by W. W. FARRAR

IF WE ARE to accomplish the aim of our educational system—to assist each individual in reaching his capacity as a contributing, well-adjusted citizen—we must consider the special abilities of each pupil. Children cannot be fitted to a limited supply of, for example, instructional materials. In a classroom of thirty children, you will have thirty sets of needs and abilities. A sufficient variety of tools must therefore be available to draw optimum responses from these thirty individual learners.

But providing a “lush” environment is not enough. We have to create an organization that will insure an intelligent selection of these learning materials.

Within recent years a profusion of commercially-produced instructional materials has become available. In addition, ways of making available a community's physical and human resources have been developed, and many detailed descriptions on how to construct teaching aids of various kinds have been published. That teachers need assistance in *selecting* and *using* these resources effectively is becoming increasingly apparent.

The approach to this problem is one of supervision. It is one in

which growth and development should be thought of as being continuous. A sound method of attack is through in-service education where teachers, supervisors, administrators and parents can work cooperatively on common concerns. The result is an instructional materials center where the teacher can quickly locate articles—the extra tools that the classroom cannot accommodate—needed to meet curriculum demands.

What belongs in the center:

Books are the most common materials found in our classrooms, but the effectiveness with which they are used is in relation to the experiences the readers can bring to them. Children need to interact continuously with other materials to increase their ability to use and appreciate books. The center should include a professional library that is located, if possible, in a room or space that is used for no other purpose than for reference or circulation of the books, pamphlets, bulletins, pictures, etc. of the library.

An instructional materials center may develop a museum under its own roof, or it may aid individual schools in developing their own.

As the center broadens its services,

Mr. Farrar is director of research for the Alice, Texas, Independent School District. The accompanying pictures are from the Alice schools.

Book cart brings reference materials to the classroom.



kits of tools for various purposes may be set up for loan to teachers for home or classroom use.

A center may include a master file for ready location of its many kinds of materials, such as:

1. Human resources of the community
2. Physical resources of the community
3. Central catalogue of all library books in the school system
4. Free materials designed for unit enrichment
5. Curriculum guides for in-service study groups
6. Samples of standardized tests
7. Pictures for bulletin boards and opaque projection

Color tabs or markings on the file cards can indicate a particular type

of resource. Other markings could give such information as the location of the item, its distinguishing characteristics, etc.

Additional features of the center might be:

1. A curriculum library
2. A library of films and filmstrips
3. A shop where materials may be made

4. Facilities for display and demonstration.

As a guidepost for selecting materials, the 31st yearbook of the AASA, *American School Curriculum*, suggests that appropriate items are those that are: in harmony with a stated philosophy of education as developed by educators, laymen, and students; in keeping with the specific desired learning; in accord with the latest research on efficient methods of learning and the ways in which human beings grow and develop; and accurate in factual content.

It can provide these services:

An instructional materials center should be designed to do many things. Its purpose, as we have described, is to provide materials that will aid teachers in meeting curriculum demands which stem from the

Children need a variety of learning tools.

Teachers need help in selecting special materials.

A center can meet both of these classroom needs.



Lay committee tabulates results of PTA's community resources survey.



The Center gives teachers help in operating audio-visual equipment.



A unit on farm animals is enriched by flat pictures from the Center.



Materials from library of films, filmstrips and stills stimulate learning.

needs of their pupils. Here are some of the *specific* services which it may provide:

- ...Supplying materials to meet exceptional curriculum or pupil needs.
- ...Providing proper storage and maintenance for all materials.
- ...Budgeting the money allocated for instructional materials.
- ...Informing teachers of materials that are available.
- ...Assisting teachers in their selection and use of materials.
- ...Providing means whereby teachers may familiarize themselves with new materials.
- ...Training pupils and teachers in the operation and care of equipment and materials.
- ...Working with teachers to coordinate instructional activities.
- ...Encouraging the development of instructional materials centers within individual schools.
- ...Informing the public about the place of materials in the instructional program.
- ...Encouraging experimentation in the use of instructional materials and the exchange of ideas.

I would suggest here a few guiding principles in the development and function of the instructional materials center. Their appreciation by those who are served by the center should facilitate its growth.

The materials should be selected by committees composed of teachers, principals, supervisors, parents and the director of the center.

The center should not maintain materials that would be more advantageously located in the individual schools.

Materials should be duplicated only when heavy use of the items warrants this action.

The center should be so designed that its personnel can quickly locate the materials requested by teachers.

The center should inspire and nurture the desire in teachers to encourage construction self-expression in the activities of the children in the classroom.

Role of the coordinator:

The need for a *coordinator* in this area of instructional materials was

described in the *American School Curriculum*:

Teachers say they need help from someone: the principal, the coordinator of audio-visual aids, or some other person. They want to learn how to operate visual equipment so that they can use it with confidence in their classrooms. They want help in selecting materials. They want to know what materials are available. They want to know which are best for specified uses. Many want to learn how to make their own materials. They want support from the public so that the community will understand the what and why of classroom activities.

Teachers vary considerably in training, experience and background. In order to be of greatest assistance to them the coordinator needs to appreciate their level of development in the field of instructional materials and begin to help them from that point.

He will work with many committees. These committees, whose membership is made up principally of teachers from all grade levels and many subject and experience fields, should include principals and supervisors. Many tasks in the development of an instructional materials center can be performed by these committees. One of their first assignments might be the preparation of a criteria for the selection of materials to become a part of the center.

Some coordinators have involved parents in committee work as well as obtaining their assistance in preparing some instructional materials.

In their aforementioned yearbook, school administrators state that, "It is axiomatic that the best schools spend the most for teaching aids. Superior teachers can use many free and inexpensive articles in classroom instruction, but their effectiveness is multiplied many times over if they have suitable and sufficient books, maps, globes, sand tables, aquariums, and the multitude of other resources. Such materials can transform a schoolroom from a lecture hall into a challenging, stimulating and enjoyable place of learning."

An instructional materials center, from which all schoolrooms in a school system can draw, seems the logical step.



The Materials Center provides sets of readers for classroom use.



This farm unit learns about growing plants by doing just that.

Using the library of films, reference books and costumes and interviews with local immigrants, this social studies unit staged "Our Heritage."



Tell the Public Where You're Headed



by ARTHUR FITZGERALD
and RALPH B. BRYAN

BETWEEN the school and the community there often hangs the unasked, unanswered question, "Where are the schools headed; what are they trying to achieve?"

If the public is to understand and support the school's objectives, it must know and agree with those objectives. Modern education advocates motivated rather than "must" learning for children; more schoolmen should extend the same attitude to their relations with the public.

School aims to prepare children for participation

An example of a step in that direction is the summary of school objectives in terms of the pupil, drawn up by The Illinois Association of School Boards, which accompanies this article.

These objectives follow from the belief that the aim of the modern school system is to prepare all children for active participation in a democratic society.

They are not new to school board members and school administrators, but they are seldom presented positively and conclusively to the public, or even, sometimes, to those closest to the schools—students, teachers and parents.

The school board must represent all factors in the community: the students, staff, parents, PTA, neigh-

boring residents, taxpayers, businessmen, community organizations, park and recreation boards, library boards, and similar groups. Each one of these must be made familiar with school objectives and the actions necessary to obtain those objectives.

To begin with, it must be recognized that schools are neither self-contained, self-sufficient, nor self-supporting. They are a vital part of the community life.

They should be used to fullest efficiency for the whole community, and there is probably no more convincing argument against any proposed expansions of the school plant than to have existing plants used only during the relatively short class hours. When school buildings are so briefly used, how can boards ask taxpayers to spend more and more money for bigger and better buildings.

Students, too, should understand objectives

But when their use is extended to include such things as adult education classes, civic meetings, community affairs, socials, concerts, dramas, art exhibitions, and similar things, they are serving the entire community interest and there develops a greater appreciation of schools by the community, and of the community by the schools.

Secondly, it is necessary to develop greater understanding among the students as to educational objectives and school-community needs.

Generally the students—most vitally concerned with the effectiveness of the school program and with preparation for life—are the least considered. It's a mistake to underestimate the place of the student in the planning program.

The status quo in this respect is generally undesirable. Students in the lower grades have little idea of

what they want in the way of school programs, and less say in the program. They "like" or dislike school in general and certain courses, classes, or teachers in particular.

High school students have more definite views of the school program, but their views are frequently biased and unrealistic, and they have uncanny methods of exerting pressure on parents to support their immature opinions. That pressure can sway school staffs against their will or influence bond issue elections. At the least, it creates irritations between staff and parents.

These students go on to college, or to employment almost wholly unprepared for the facts of life as they relate to schools and communities. The educational system has failed them tragically in preparing them for living in the world to which they were born.

A major step in improvement of school and community planning is to start teaching students from the first grade through high school the fundamentals of community living, planning, and betterment. It is not enough that they be taught the political and geographic history of the country. They should be taught how and why our communities were established and developed and what is needed to make them better and more livable in this generation.

They need to be taught more about how communities grow, how they change, and how they must be changed. These students are quick to learn. They have not yet acquired the personal prejudices that color so much of the thinking by older groups.

Students should not be required merely to fit into the pattern of the educational system. They should be taught the objectives of the system and its needs. They should be taught the desirability—to them and the community—of the school's objec-

Mr. Fitzgerald has had twenty-five years of professional practice in the field of community and regional development. He heads the firm of Arthur Fitzgerald and Associates, Landscape Architects, Engineers and Community Planners, in Chicago. Mr. Bryan is a professional writer.



tives, and the parts which they and other members of the community must take in school planning.

Students are the best allies a board can get today, and tomorrow they'll be helping make the school system bigger, better, and more useful than ever before. The board which is telling its needs and its plans only to adults is a whole generation behind the starting line. There is urgent need in most of our schools for instruction in fundamentals of community planning.

Then there is generally a need on the part of the board to analyze the groups with which it is most directly concerned and to understand better the thinking, the motivation, and the needs of each of these.

Do policies turn teacher consecration to cynicism?

For example, teachers are in general a hard working, sacrificing, devoted and wholly human group. They are trying to instruct, trying to satisfy higher officials, trying to keep up with the fast pace of modern education, trying to keep students, parents, and officials on amicable terms, and trying to be good citizens along with the rest of us. Like the rest of us, they have human bias, perplexities, and ambitions. Consecration is the most vital attribute they can have.

Thousands of school boards need to seriously ponder to what extent they are permitting politics, favoritism, jealousies, and pressures to transform consecrations into confusion and cynicism in the members of their staffs.

Businessmen need to be shown the practical economics of the educational system and of improved school facilities. Taxpayers and community organizations need to recognize the vital place of the school in all community life. The cooperation of other organizations is needed to complete

A summary of the school's objectives in various areas, stated in terms of the child*:

HEALTH—To protect the right of the child to a healthy body through provision of physical education, health education, and necessary preventive health services.

MENTAL GROWTH—To encourage and stimulate the continuous growth in the pupil of his ability to think clearly, logically, and independently, and to know and master his own powers and potentialities and to exercise those powers with due regard to the rights of others.

INDIVIDUAL DIFFERENCES—To provide such modifications in the educational program for each pupil as are required by his particular capacities.

CHARACTER GROWTH—To develop a moral and ethical sense in each pupil so that he will manifest toward others fairness, justice, tolerance, courtesy, and kindness, and for himself achieve an appreciation of his personal worth.

SOCIAL ADJUSTMENT—To prepare the pupil psychologically for a well-balanced and happy individual, social, and family life.

TOOL SUBJECTS—To give each pupil, insofar as his ability permits, a mastery of the tools of learning and communication, such as reading, writing, arithmetic, and the use of written and spoken language.

UNDERSTANDING ENVIRONMENT—To develop in each pupil, commensurate with his

maturity, an understanding of the physical, economic, social, and spiritual world in which he lives, and to assist him to adjust himself effectively to his surroundings.

CITIZENSHIP—To develop in each child, youth, and adult student an understanding and appreciation of the forces and ideals of democracy which have made America great, and to foster a sense of his personal opportunities and responsibilities as a citizen of his community, his state, of his country, and of the world.

EARNING A LIVING—To help the pupil find his most productive role in life and to develop through work experience good work habits. To give those who do not go to college or university enough fundamental science and vocational training so that they will be able to qualify for work at their highest skills and can be properly prepared to earn a living.

AESTHETIC DEVELOPMENT—To provide for each pupil a comprehensive understanding of the cultural subjects (music, literature, and art).

RECREATION AND PLAY—To encourage wholesome and creative forms of recreation and play.

COMMUNITY RELATIONS—To make the school an essential part of community life, serving all of the people in various ways according to their need.

**Illinois Association of School Boards*

a well rounded program of school and community planning and progress.

I have purposely refrained from presenting a carefully-charted program of physical planning for schools. Blueprints are scraps of paper; school buildings are just piles of brick and stone and lumber; school boards are just plain people

organized in an official body; teachers are just pedagogs and overseers of youth; students are just kids being sheltered from inclement weather or deprived of the glories of days that were made for fun—*unless* each becomes alive with inspiration; *unless* each is imbued with the simple fundamentals stated in the school objectives.

for smoother operation, higher morale . . .

Put Policies and Procedures on Paper



by JOHN WILCOX

UNTIL TWO YEARS ago, education in the Candor, New York, Central School district was hampered by these probably not uncommon problems: educational objectives vacillated; new teachers found no guide to over-all school philosophy or immediate curriculum objectives; administrative changes frequently brought about a change in educational focus; and as a result, the morale of both teachers and pupils was being seriously affected.

What was needed was a formulation of school policies and procedures.

Then, during the school year 1951-52, the Board of Education instructed the supervising principal to review all policies and procedures which had been formulated over the 13-year period of centralization. The inventory consisted of transcribing all existing policies into a readily-consultable card file.

This was the first and probably most important single step in the preparation of policy and procedure. It revealed not only a great deal of policy that had been formulated and

then not followed, but also several policies that were in conflict with one another. The inventory also exposed areas where policy and procedure had never been defined.

Surveyed policies of other rural systems

The next job was to determine what policies should be set forth in the minutes of the Board of Education. Research into professional literature showed that there was little published material to guide us, so we took the logical step of surveying, by questionnaires, all rural central schools in New York State. We asked these supervising principals to list, at random, those areas which they felt should be included in a written set of board policies. These results were organized into 78 clearly definable categories.

With the data gathered from our inventory and survey at hand we then set about the real task of building a Board of Education manual for the local school system.

Suggested policy areas were assigned to particularly concerned

Mr. Wilcox, supervising principal of the Candor, New York, Central School, originally prepared this material for the yearbook of the Central School research committee of the New York State School Boards Association. He writes, "I feel that this focuses on a problem that is national in nature, and hope, by example, to give direction to other administrators who are faced with a like situation."

groups. For example, the job of formulating a school philosophy was given to a faculty committee. (This same group was later assigned to formulate a promotion policy which would assist in realizing objectives that had been set forth in the school philosophy.) A lay-advisory committee was given several problems which the Board and principal felt were the direct concern of the people of the community—curriculum, type of building that should be provided to house that curriculum, and provisions for controlled use of the building as a community center.

Policy manual for board members

The Board reserved for itself those areas of policy formulation which directly concerned its own immediate activities. In a brief preamble, the Board set forth its relationship to the faculty, the community, the district superintendent and the State Department of Education. This, plus the outlined activities, was carefully checked to insure legal status and conformity with the New York State Legislature.

Some of the topics that have been spelled out in the Board's part of this organizational procedure include:

circumscribing pupil conduct and teacher responsibility in areas where the courts have defined negligence, rules and regulations governing the use of plant and facilities, and elementary promotional policy.

Handbooks produced for teachers, students

But we didn't stop there. To insure maximum guidance and continuity for the administrative and teaching personnel we decided to go two steps further and prepare handbooks for the faculty and students as well.

The faculty manual, prefaced by a brief history of the Candor School, tells the teachers about school board policies which directly affect them, the activities of special faculty committees, extra-curricular activities, attendance procedures and regulations, disciplinary measures, guidance and medical services provided at the school, available classroom and playground equipment, testing and reporting procedures, plus other information. With this 100-page handbook the new teacher is quickly oriented to the Candor School system; previously it would have taken him many months to assimilate such information.

The student manual, soon to be

area of formulating policies and procedures to realize that it would be dangerous to strive for *permanent* statements. Consequently we have allowed for flexibility in these formulations. The end products are mimeographed sheets bound in a loose-leaf notebook—any section of any one of the manuals can be reviewed and amended or corrected and then substituted in the notebook.

Project results in closer teamwork

To come as far as we have in this project has involved the serious work of board members, teachers, the administrator and members of the lay-advisory group. This in itself achieved something significant that was hardly considered at the outset. Members of the community group have come to know a great deal more about their school system. Teachers have come to realize their responsibilities toward the administrative structure of the school and as a result have more closely coordinated their efforts at all the levels of the K-12 system. Board members and teachers have come to know one another better and to appreciate each other's problems.

And the results which we original-

Here's how the Candor schools put it on paper:



After research and surveys the Board named the areas where policies needed defining. Ultimately these 3 booklets were produced which, being loose-leaf, can be kept up-to-date.

the duties of the members of the Board of Education, a flow chart for the administration of Candor Central School, salary schedules, purchasing and financial procedures, duties and responsibilities of the transportation department, rules and regulations

completed, will be valuable in the annual orientation of pupils promoted from the elementary to the secondary level and in the continuing orientation of pupils transferred to this system.

We have worked enough in the

ly had in mind are already apparent: teachers seem to feel more secure in their work, and operation is flowing more smoothly. We feel we have grown in many ways as a result of this experience in formulating policy and procedure.

SCHOOL PLANT

News & Views



Douglas M. Simmonds

Snack bar and classroom wing of Arcadia High School; Austin, Field & Fry, architects. (See lead story)

Arcadia High School Emphasizes the Positive

In designing the new Arcadia, California, High School, the architects took advantage of adolescents' natural tendencies toward informality. The snack bar shown left in the picture above, fits in well with what California young people consider to be real living. Benches dot the campus. Tile murals, seen in the background, are part of the exterior finish of the classrooms.

Volume of Public School Building at All Time High

The forthcoming 1954-1955 *American School and University* yearbook reports that during 1953 a total of 6,428 public school buildings were constructed, 4100 or 64 percent were elementary buildings; 1598 or 25 percent were high school buildings; while 730 or 11 percent were combination elementary and high school buildings.

The volume of public school construction has increased considerably

over the three previous years (see chart below).

Volume of Additions to Existing Buildings Increased

Of the 6428 new public school buildings constructed during 1953, the *American School and University* reports that 3261, 51 percent, were additions to existing buildings.

These additions account, however,

for only 29 percent of the total cost of construction.

Total Cost of Public School Construction

The total cost of public school construction during 1953 exceeded the previous high established during 1952 by nearly \$300 million (see table).

Survival Through Design

By Richard Neutra. 384 pp. New York: Oxford University Press. \$5.50.

In his latest book, Architect Neutra suggests a new criterion for judging not only buildings but all manufactured articles. This criterion is based on the scientific assessment of current design on the physiological and neurological make-up of human beings.

This concept, plainly applicable to school housing and equipment, would remove design evaluation from the realm of taste and expose it to irrefutable fact. Mr. Neutra suggests that many of the objects which surround us daily are designed without regard to their ultimate effect on the individual.

Cost of Public School Construction At All Time High:

| 1950 | 1951 | 1952 | 1953 |
|-----------------|-----------------|-----------------|-----------------|
| \$1,251,478,400 | \$1,546,725,613 | \$1,546,835,958 | \$1,830,301,255 |

Public School Construction in 1951-1953:

| | 1951 | | 1952 | | 1953 | |
|-------------------|--------|-----|--------|-----|--------|-----|
| | Number | % | Number | % | Number | % |
| Elementary | 3012 | 64 | 3034 | 67 | 4100 | 64 |
| Secondary | 1271 | 27 | 1271 | 27 | 1598 | 25 |
| Combination | 424 | 9 | 286 | 6 | 730 | 11 |
| Total | 4707 | 100 | 4591 | 100 | 6428 | 100 |

What do new public schools look like? Are they significantly different from schools constructed five, ten or twenty years ago? In an attempt to get at answers to such questions, THE SCHOOL EXECUTIVE asked an architect and an educator to take a look at new schools and report to our readers.

Kenneth Gibbons, AIA, is a principal with the firm of Gibbons and Heidtmann, New York City. Mr. Gibbons has been professional advisor to SCHOOL EXECUTIVE's Competition for

Better School Design since the initial competition in 1951.

Karl Hereford is an associate editor of THE SCHOOL EXECUTIVE and THE AMERICAN SCHOOL AND UNIVERSITY. His analysis of last year's competition entries appeared in our April and May, 1953, issues.

Their review of current school buildings is based on an analysis of the designs of more than one hundred new schools entered in THE SCHOOL EXECUTIVE's 1953 Competition for Better School Design.

educator

and

architect

take a look at new schools

a look at new schools

by KARL HEREFORD
and KENNETH GIBBONS

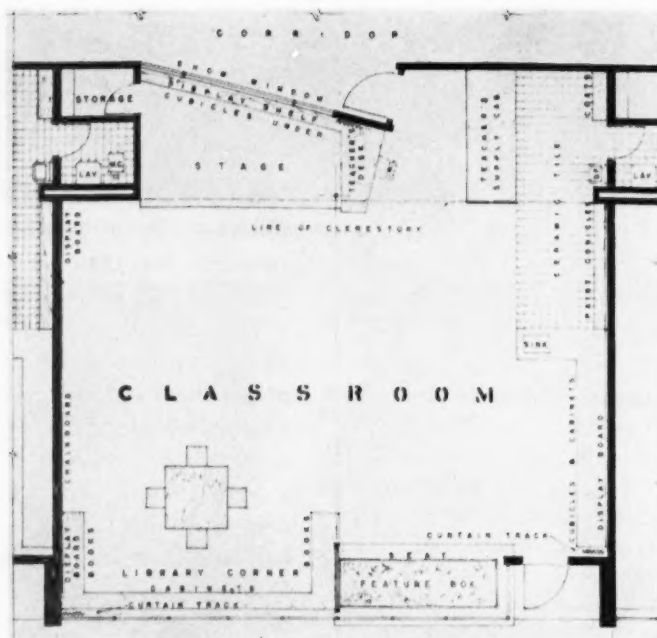
general impressions

The designs entered in THE SCHOOL EXECUTIVE's 1953 Competition for Better School Design were, in our opinion, representative of the best educational building architecture in 1953. They included 84 elementary schools, 36 secondary schools, and 4 combination elementary-secondary schools. Their estimated costs ranged from about \$40,000 for a 4-room primary school addition to \$5½ million for large 12-year school—a total of almost \$655½ million, and an average cost of a little over half a million dollars. In general they were inexpensive buildings.

Nearly all affirmed contemporary architecture. The monumental institutions of earlier school days simply did not appear in public school designs. That is not to say that all of these buildings are functional or beautiful. There was, however, a notable effort on the part of architects to emphasize simple and direct handling of interior spaces.

Those adjudged award winners went beyond functionalism. They did more than refute an older, traditional architecture. In relating the building to the site, in demonstrating a regard for and knowledge of the needs and characteristics of the people who use these buildings, in opening up the buildings, and in numerous details, the award-winning buildings were unmistakably outstanding.

But more encouraging to us than these pace setters was the equally unmistakable impression of general worth that we gained from all these materials. Many of these designs would have been award winners five years ago, and we would not be surprised but that some of the award



Some, but rarely all, of the facilities shown here may be found in a modern elementary classroom: corridor show window, stage, toilet, fountain, etc. (Salem Ave. Elementary School, Hagerstown, Md.; McLeod & Ferri)

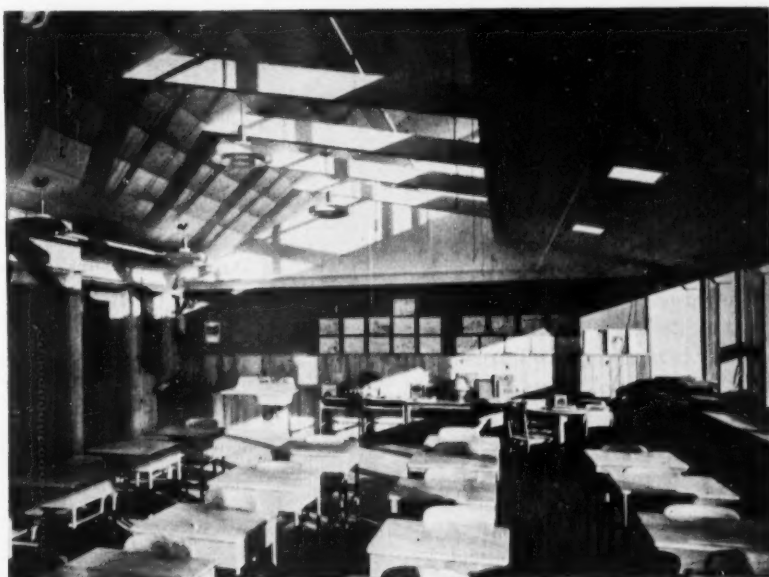


High school classrooms continue to provide chiefly for a lecture-recitation program. They lack the warm detailing and spaciousness of the elementary classrooms. (Canton Union Sr. High School, Canton, Ill.; Atkins, Barrow & Associates)

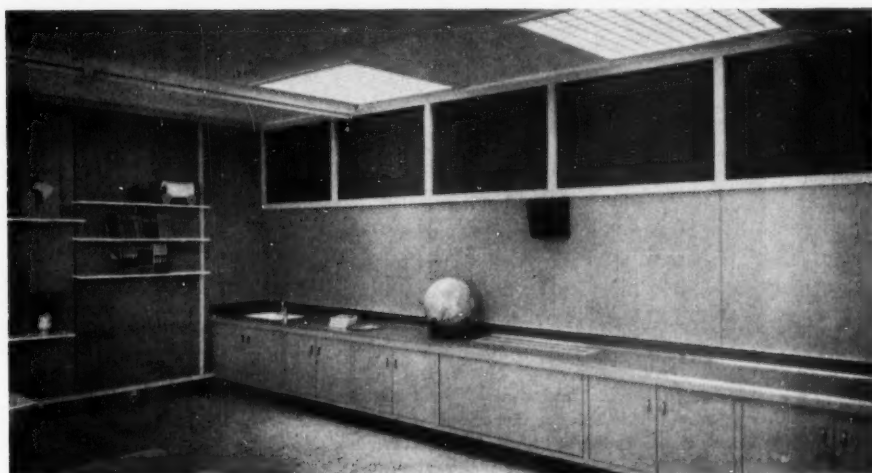
classroom



Primary classrooms are generally large — some exceed 1200 sq. ft. They try to provide a variety of spaces for teaching. (Annex to White Oaks Elementary School, San Carlos, Cal.; John Carl Warnecke; Rondal Partridge photo)



A more traditional elementary classroom. Note sink, use of wood. Height of tackboard is questionable. (Bar Harbor Elementary School, Bar Harbor, Me.; Alonzo J. Harriman, Inc.; Joseph W. Molitor photo)



Some junior high classrooms share elements of better elementary classrooms. Note "teaching wall," built-in sink, storage cabinets with work surface. (Mirabeau B. Lamar Jr. High School, Laredo, Tex.; Caudill, Rowlett, Scott and Associates; Ulric Meisel photo)

new schools (cont.)

winners in earlier SCHOOL EXECUTIVE competitions would have failed to receive citation in the 1953 Competition.

Such was the general excellence of design. The least progress seems to have been made in the design of high school buildings. Some of the reasons for this lag in high school design may be apparent in later parts of our review.

In analyzing our materials, we asked ourselves five main questions:

- How do these designs accommodate the school program?
- How are the interior elements of these buildings related?
- How is the physical environment handled?
- What evidences of concern for human values appear?
- What does the final product look like?

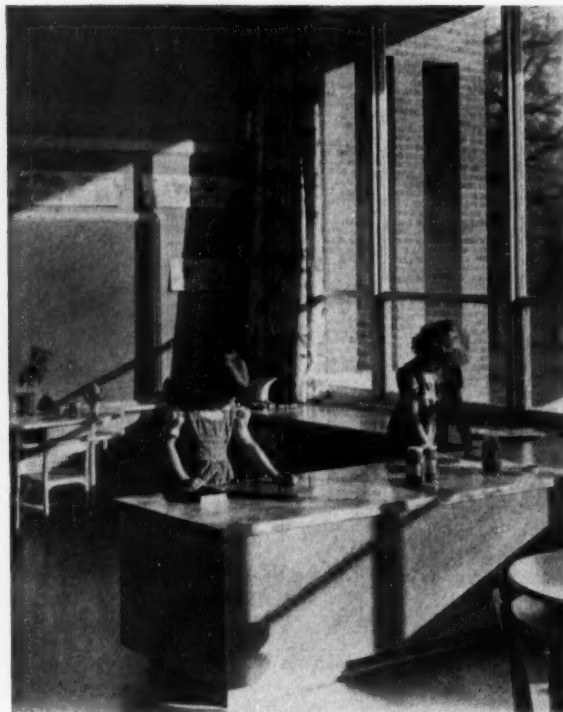
We surmise that similar questions were raised by the planners of these buildings as they were designed. From what we can ascertain, outstanding design follows from superior planning. Behind each outstanding design is a creative architect, and in many instances a creative client.

As we go through these materials, we will cite what we believe to be representative design features of the bulk of the new school buildings. We shall also raise questions when we sense that something is lacking, or that further study and refinement or even a new approach is needed in order to get better school buildings.

accommodating the school program

In general, architects can design an appropriate building for any school program. If the program of the school is traditional, the school building tends to be traditional in basic plan. This is illustrated in new high schools. Many of the current high school buildings have a modern-appearing slip cover draped over a traditional layout.

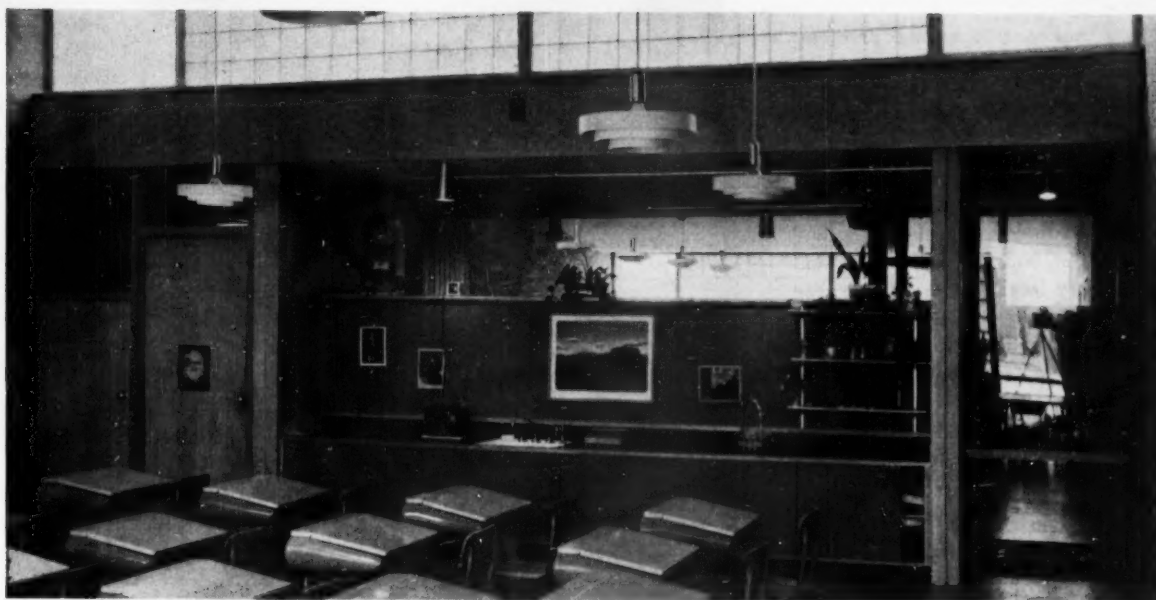
But most school people and archi-



Work cabinet peninsula is one way of setting off small group work space. Storage wall, movable tackboards, table groupings also serve this purpose. (Samuel J. Gier Elementary School, Hillsdale, Mich.; Warren S. Holmes Company)



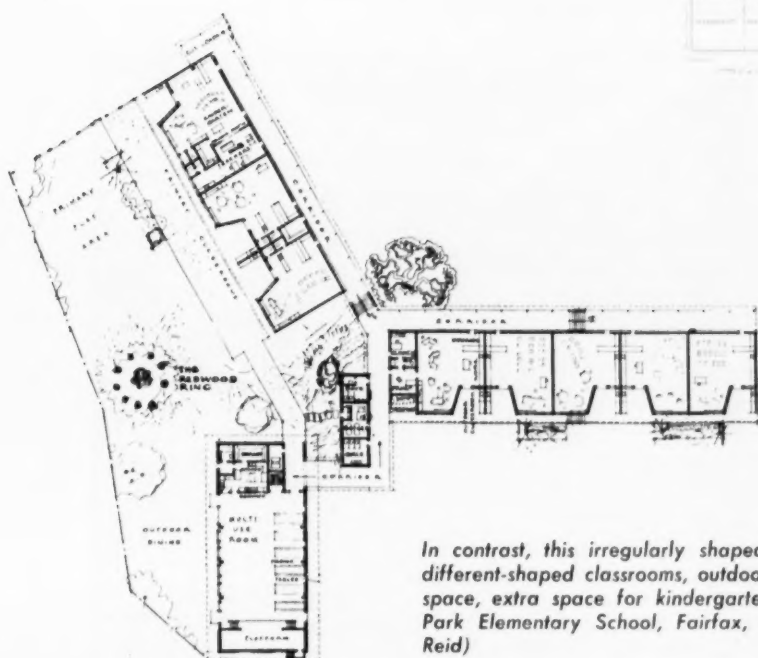
Clerestory line, tackboard wall, just plain area, are teaching space dividers here. (Seminole Hills Elementary School, Mount Clemens, Mich.; L. Rossetti of Giffels & Vallet, Inc.; Lens-Art photo)



Corridor wall is opened up above and to right of storage-work partition; classes are not isolated. (Southwest Elementary School, Evergreen Park, Ill.; Bryant and Walchli)



Representative formal high school plan; note student center and different sized classrooms for different purposes. Close to half of building goes for auxiliary spaces. (Center Line High School, Center Line, Mich.; Brender & Van Reyndendam)



In contrast, this irregularly shaped K-6 school provides different-shaped classrooms, outdoor and indoor teaching space, extra space for kindergarten and primary. (Deer Park Elementary School, Fairfax, California; John Lyon Reid)

new schools (cont.)

itects realize that school programs change over the years. Many buildings that are constructed today will still be in use in 50 years, even though the experiences that communities want their children to have will have changed radically. Hence the growing emphasis in current school design, at both the elementary and secondary levels, on flexibility. The fixed, load-bearing interior partition which limits the flexibility of space may soon go the way of the dodo.

1. space for teaching

Current school planners begin, as did their predecessors, with the classroom as the basic instructional unit. These units are treated in a variety of ways.

Generally large, especially in the elementary school, the classroom in some schools exceed 1200 square feet. Its shape varies from the usual rectangular to hexagonal. Whether one shape is better than another remains to be demonstrated.

Kindergartens and primary classrooms still are designed much larger than other classrooms. Large kindergarten spaces can be justified. Whether or not classrooms for older children, especially in the upper elementary school, ought to be smaller is a question educators and architects haven't as yet settled.

In high schools, little change is apparent in the design of classroom spaces. They are traditionally of equal sizes, approaching an average of 750 square feet or less, and seem to be planned only for a program based on lecture and recitation.

Notable exceptions are appearing in the form of larger, elementary-like classrooms in junior high schools; in classrooms of a variety of sizes in a few high schools to accommodate different sized groups; and in movable partitions between classrooms allowing two or more spaces to be thrown together.

2. dividing classroom space

Elementary school classrooms house a multiplicity of activities.

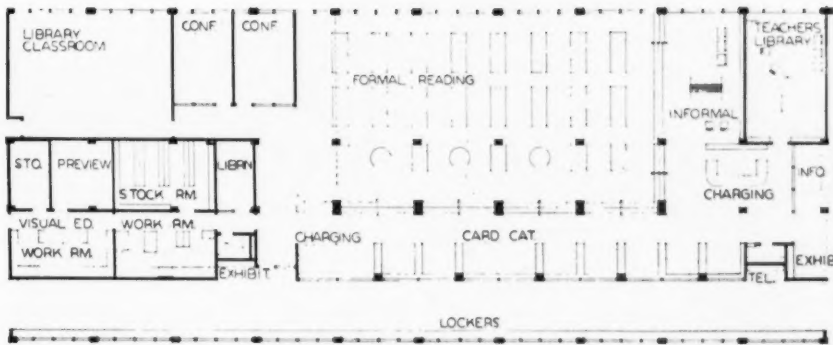


Above and above right: A library which attempts to perform a variety of services. Note audio-visual suite, teachers' library, some provision for informal reading. Open step-up stacks separate bustle of book finding and filing from reading. (Alexander Ramsey Jr-Sr High School, Ramsey County, Minn.; Magney, Tusler & Setter; Ver Keljik photo)

This bright, representative junior high library seems to be just an undifferentiated large room. Window wall is a pleasant note. (Thomas Jefferson Jr. High School, Fair Lawn, N.J.; Arthur Rigolo; Ben Schnall photo)



library



Folding doors turn reading alcoves into conference rooms. Note informal reading area. (Roosevelt Park High School, Fergus Falls, Minn.; Thorshov & Cerny, Inc.; Oxley & Sons photo)



Low level partition separates librarian's workroom from formal reading area. (Juliette Low Elementary School, Savannah, Ga.; Oscar M. Hansen)



new schools (cont.)

They try to accommodate 25-35 children as one group, and at the same time permit those children to break up into numerous small groups for a variety of activities ranging from painting in water colors to browsing about in their own small library.

A typical elementary classroom is a rectangle rimmed by built-in or movable storage and service units; the space is often divided into different work or activity areas by such space dividers as book shelves, curtains, arrangement of furniture, or teaching aids (movable tackboards, "teaching centers," etc.).

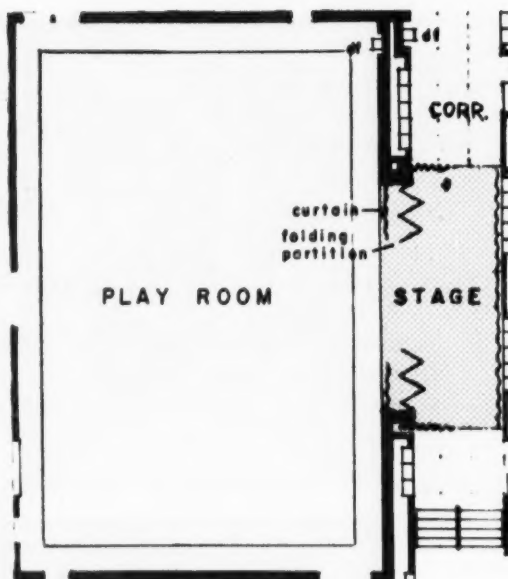
In addition to the general permissiveness of these classrooms, some designs suggest a division of space into general quiet and noisy areas by varying ceiling heights. Clerestory sections sometimes lend themselves to this sort of space division, the quiet area being framed by the low ceiling under the clerestory, and the activity or noisier area under the high ceiling.

Variations in the direction and intensity of light, and color and finishes of interior materials are also used to suggest a division into different areas.

In high schools, the usual departmentalized programs presented a different problem and, perforce, different solutions. The provision for many activities within a single space which typifies the self-contained elementary school unit simply doesn't exist in most high school classrooms.

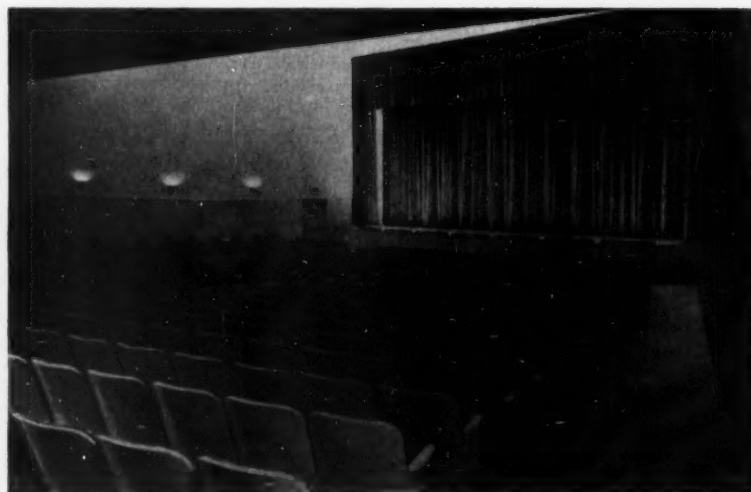
With the exception of a few classrooms designed to accommodate a so-called core program in some junior high schools, secondary school classrooms are designed to accommodate such activities as seat work, recitation, and panel discussion, all without much moving around on the part of the students. Most spaces simply weren't large enough to permit much rearrangement of the students into various sized groups. Special subject matter classrooms were differentiated more by the equipment installed than by any basic change in the design of the classroom.

High schools are better than be-



An interesting experiment—broadened corridor is used as stage. (Samuel J. Gier Elementary School; Hillsdale, Mich.; Warren S. Holmes Company)

Representative sloping-floor auditorium with fixed seats. (Canton Union Sr. High School, Canton, Ill.; Atkins, Barrow & Associates)

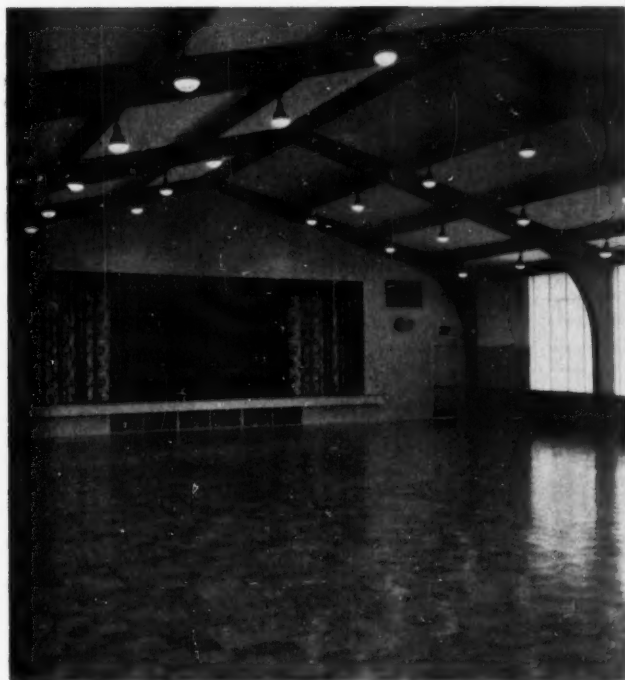
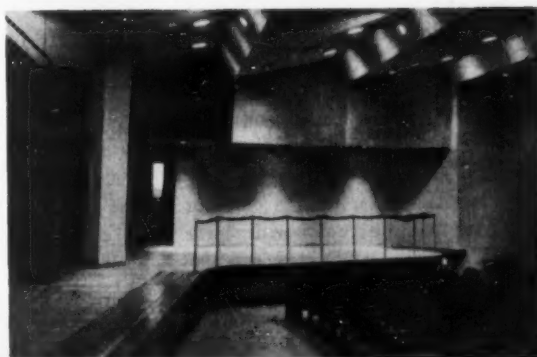


auditorium



Auditorium multi-purpose room. Folding doors open to snack bar section—nice for dances. (Arcadia High School, Arcadia, Cal.; Austin, Field & Fry; Douglas M. Simmonds photo)

Note irregular shaped stage with exit to corridor. (Stubbs Elementary School, Wilmington, Del.; Victorine & Samuel Homsey)



Combination stage and play space. (Memorial Park Elementary School, Rockland, Mass.; Thomas Worcester, Inc. — Charles H. Cole, II Associate; Fay Foto Service Inc. photo)

new schools (cont.)

fore, to be sure. But this reflects the growing competence of architects to execute old ideas in a better way, rather than educators' ability to fashion new high school programs.

3. classroom facilities

Typically, new elementary classrooms contain storage and display facilities. Low cabinets or open shelves with work surfaces are common. Sink and paper storage cabinet combinations, work benches, and cloak storage units appear in several classrooms. Chalkboard and tackboard units are typically mounted at convenient spots along the walls.

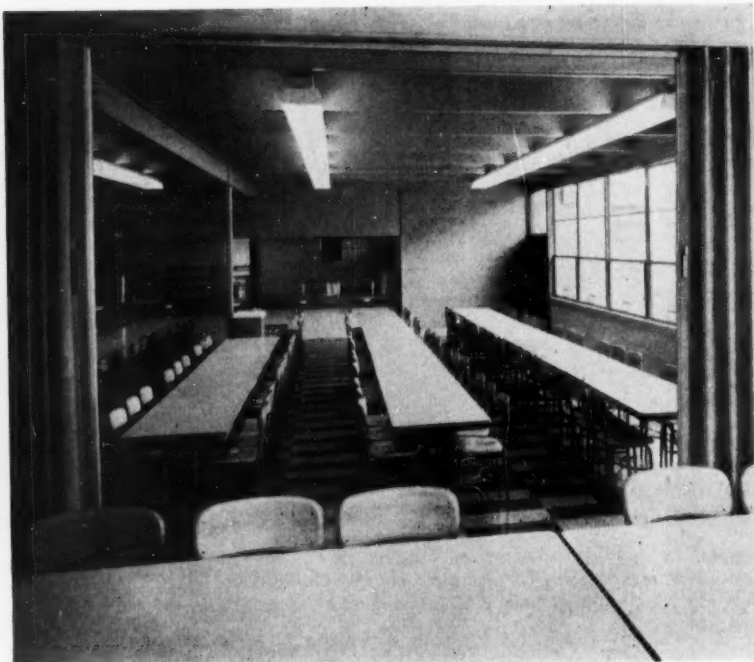
A few major exceptions appeared. In one school, an entire interior wall is used as a major teaching aid. In a few other schools soft wood or fiber materials are used as interior finish, allowing extensive use of pin-ups and displays. A few new elementary schools have included small raised platform stages in classrooms.

Still others open up the corridor wall of the classroom with large glass areas, in some instances like picture windows. The idea of a showcase classroom is gaining favor.

Practically all elementary classrooms have large exterior window walls. We looked through the plans and photographs hoping to find some provision for controlling light in the classroom when audio-visual devices are used. We didn't find many. In a few classrooms, curtain racks were installed to block out some of the light. In others, we suspect that curtains would be used, but they are not shown in plan. Space dividers, forming cubby holes for small groups using devices such as a slide or film strip projector, were designed for a few classrooms.

In general, the careful study architects have given the use of glass to light the classroom and provide visual satisfaction for the children has not been directed toward controlling that light for use of visual aids. This is a continuing problem for architectural solution.

In contrast to the extensively de-



This junior high cafeteria has an outside exit; folding doors can close off space for teachers or other small groups. (Thomas Jefferson Jr. High School, Fair Lawn, N.J.; Arthur Rigolo)

Representative multi-use lunchroom. Much window area; doors to outside on two walls. (Millbrook and North Aiken Elementary Schools, Aiken, S. C.; Willis Irvin, Architect, Helen Stuart Irvin, Associate; Carl Julien photo)

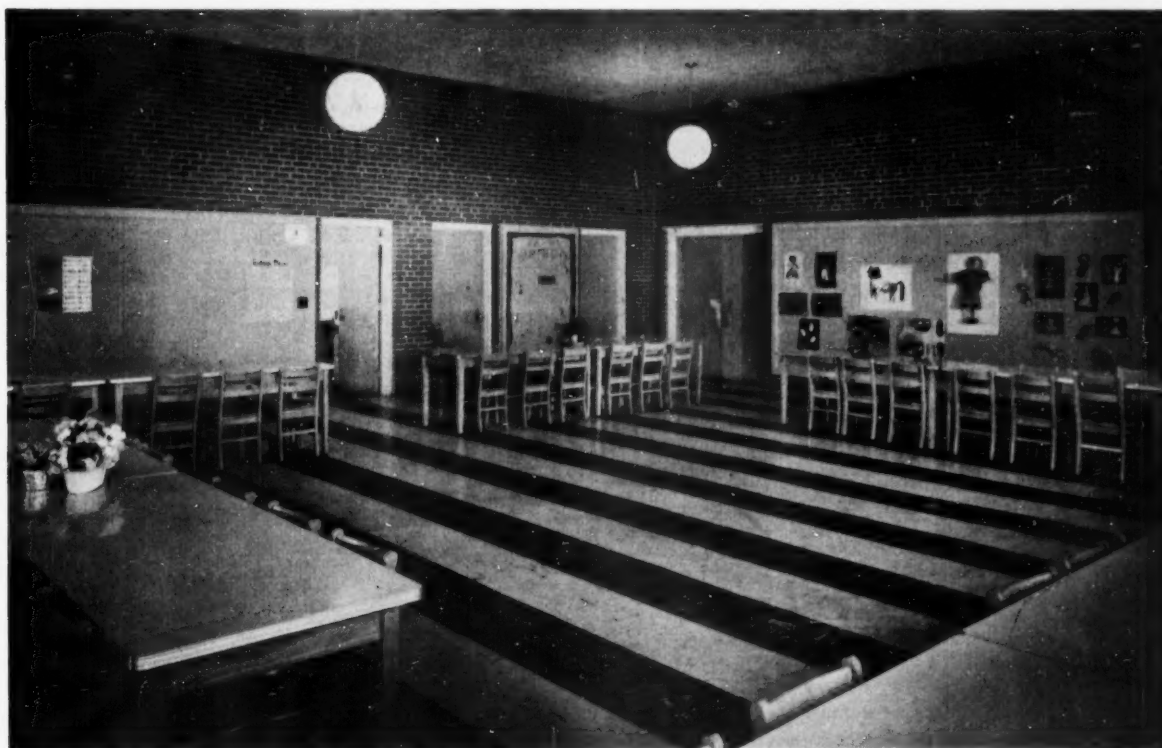


lunchroom



Cafeteria nicely opened up, a unit of campus plan school. Warm wood paneling, extensive use of acoustical tile. (Arcadia High School, Arcadia, Cal.; Austin, Field & Fry; Douglas M. Simmonds photo)

This elementary school lunchroom-playroom is quietly gay. Expanses of exterior brick broken by large child-high display boards. Birthday-child names are posted on one. (Double Oaks Elementary School, Charlotte, N.C.; A. G. Odell, Jr. & Associates; Joseph W. Molitor photo)



new schools (cont.)

tailed elementary classroom, high school classrooms appear to be essentially pretty barren spaces. Chalkboard, tackboard, map hangers and other such paraphernalia were regularly included. It would seem that the architect leaves the scene much earlier in detailing high school classrooms. Since the activities going on in the space are traditionally limited, furnishings and equipment other than those mentioned for the rooms are brought in more or less as afterthoughts.

In only a few instances did we see evidences of extensively detailed classrooms. In some junior high school classrooms, work cabinets with sinks and storage facilities for instructional materials and wraps are included. How like the elementary classroom such classrooms tended to be!

Despite the fact that more money is spent in building high schools, the interiors of the main instructional spaces remain pretty cold places in which to live.

4. auxiliary spaces

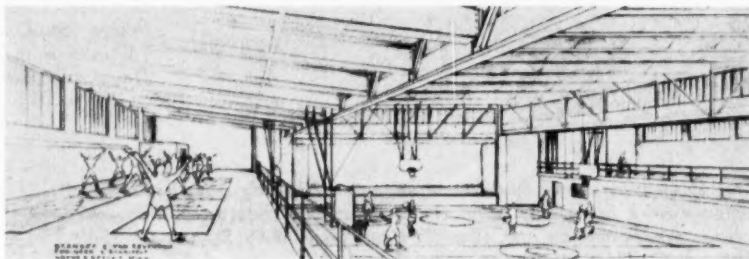
No classroom or series of classrooms is truly self-contained. Even in the elementary school, where the notion of self-contained classrooms has taken firm hold, many and sundry other spaces are provided to house service units or large group activities. In high schools, where the program seems to be an endless growth of specialties, special instructional and other spaces have been added in increasing numbers.

These spaces have come to take up most of the floor space, and require the greatest capital outlay. Spaces most commonly found are gymnasiums, shops, libraries, cafeterias, auditoriums, multi-use spaces, home economics suites, science laboratories, art rooms, administrative suites, lobbies, custodial, storage and equipment spaces. Social lounges, snack bars, teacher study and conference spaces appear infrequently.

Whether all of these spaces must be housed by every school in every



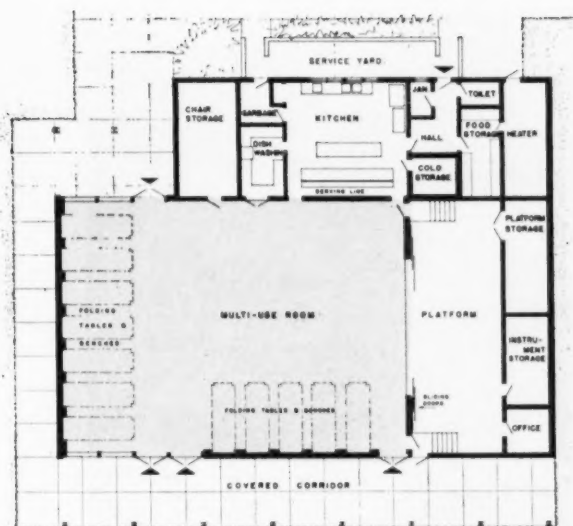
A good, well-lighted gym with a nice, non-monumental feeling to it. Folding doors give access to outdoors under overhang. (Mirabeau B. Lamar Jr. High School, Laredo, Tex.; Caudill, Rowlett, Scott and Associates; Ulric Meisel photo)



A number of activities can go on simultaneously in this gym-auditorium. It has two levels at the sides, with lockers below and a track above. (Center Line High School, Center Line, Mich.; Brender & Van Reyendam)

Support for very large gyms such as this is waning. Is their educational value proportionate to their size? (Roosevelt Park High School, Fergus Falls, Minn.; Thorshov & Cerny, Inc.; Oxley & Sons photo)

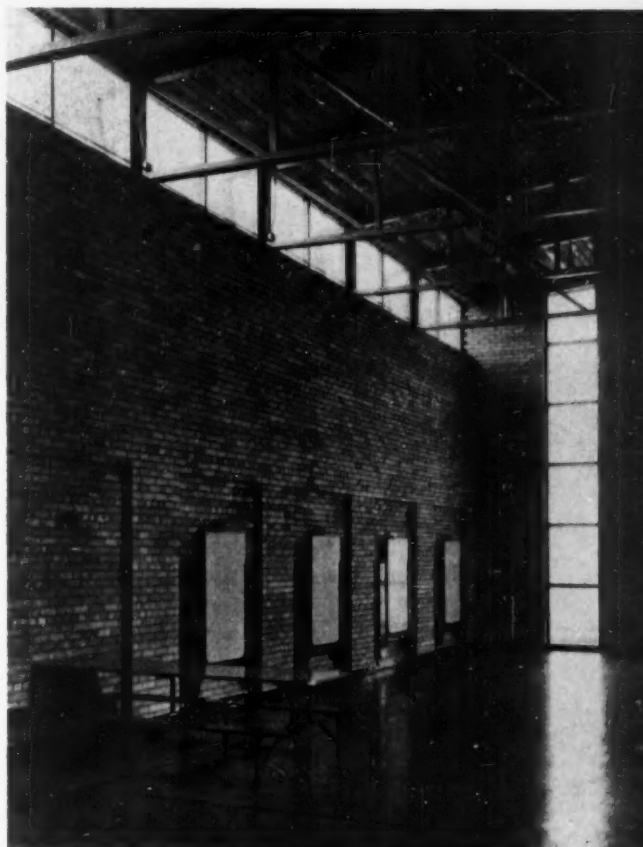




gym, multi-use

A multi-use wing of 8,000 sq. ft. Color shows multi-use room; other spaces serve it. Note ample storage provisions. (Addition to Adelia Kimball Elementary School, Antioch, Cal.; Wurster, Bernardi and Emmons)

Very nicely opened up gym-cafeteria; exciting vertical strip breaks deadness of usual plain gym wall (see also top photo on facing page). (Elementary School, Sterling, Col.; Eugene D. Sternberg; Guy Burgess photo)



Combination auditorium-gym. Note chair storage under stage. The question of compatible multi-uses is an open one. (Jackson Elementary School, Elmhurst, Ill.; Cone and Dornbusch)



new schools (cont.)

community is an issue yet to be resolved.

a. library

One thing appears certain—before better libraries are designed, whether for elementary or high school use, school people must spell out the specific purposes of the library program. If it is to be used by all students in the school, if it is to serve also as a community materials center, or if it is to serve only as a store room for materials, a formal reading room, or a combination reading room and study hall, these purposes need to be spelled out.

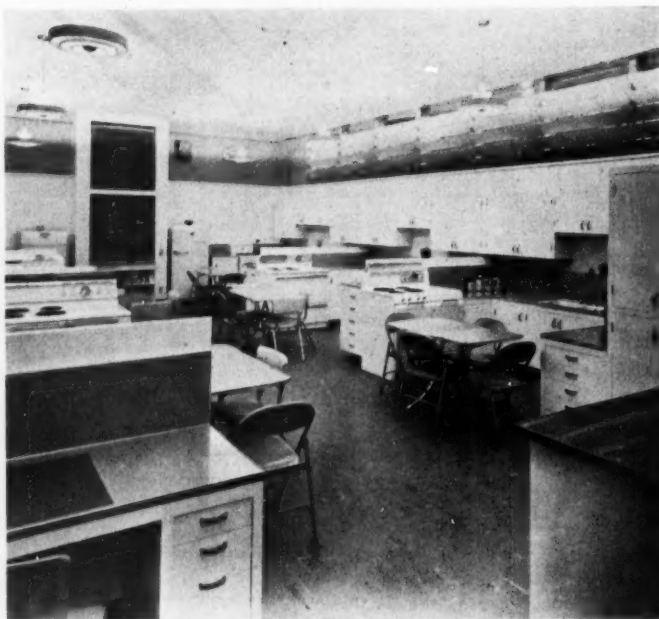
We could infer no clear cut purpose or program behind the design of libraries. In both elementary and high school designs, the libraries did not appear generally well studied. We wonder whether or not the library is really the hub of the instructional program which many educators maintain it ought to be. A central location to permit access by students in all parts of the building would suggest that it is. But more often than not, the library in high schools is centrally located only in relation to the academic classrooms. Apparently boys and girls in shops, home economics, and other special areas do not frequent the library in the course of their experiences.

Many primary classrooms contain reading tables tucked off in a quiet portion of the room. The function of a central library in relation to these classroom reading areas is not readily discernible from the design.

A few libraries have been opened up onto courts or to pleasant views of the site, and otherwise de-institutionalized by informal arrangement of furniture, extensive display areas for pin-ups and current materials of interest, and relaxing color schemes.

b. auditorium

As with the gymnasium, people seem to think that big auditoriums are necessarily good auditoriums. The bigger the better. Even elementary schools, which stress close, intimate personal relations among chil-



A food preparation department with several kitchen units. (Chico Jr. High School, Chico, Cal.; L. G. Thomson)

Sewing and homemaking areas can be separated by folding partition. Note tackboards, large mirror, try-on corner, overhead electrical outlets. (Sandia Base Elementary School, Sandia Military Reservation, Albuquerque, N.M.; Louis G. Hesseldon; Douglas M. Simmonds, photo)





This science laboratory is unusual in that it is on the ground floor and has access to the outdoors. Little advantage seems to have been taken of this location, however. (Pearland High School classroom building, Pearland, Tex.; Stayton Nunn)



A music room with fixed tiers. Some schools achieve a tiered effect with movable stands. (Chico Jr. High School, Chico, Cal.; L. G. Thomson)

Part of a large social hall, this snack bar is a feature seldom found in a high school. (Gym and Social Hall Addition to Lakewood High School, Lakewood, Ohio; Hays and Ruth)



new schools (cont.)

dren, have auditoriums designed to accommodate all of the student body at one sitting. Many schools claim extensive community use of large auditoriums.

Whatever the reasoning behind the present auditorium, it evidences little significant change. Architects in some instances were preoccupied with perfecting acoustics. A few tried with some ingenuity to combine the auditorium with other activity spaces. But in general, both educators and architects seemed to be following the traditional concepts of auditoriums right down the line.

c. lunchroom

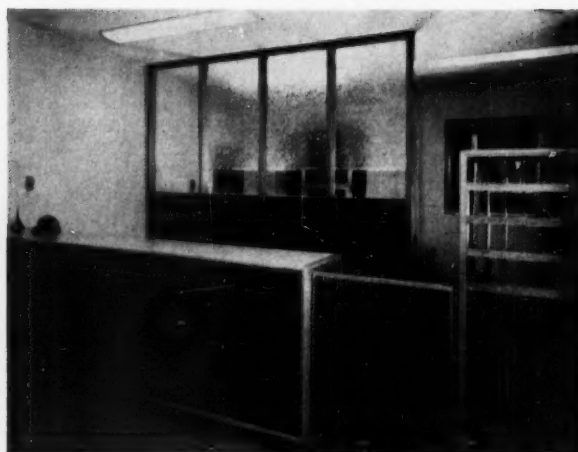
Progress both in layout and in decorative treatment was found to a significant degree in the designs of school lunchrooms. Lunchrooms in elementary schools seemed to be much more human than those in high schools. Much of the institutionalism which characterized earlier lunchrooms has been relieved. An interesting tile mural covers an end wall in one lunchroom. Several were opened up with large glass areas onto pleasant courts or sites. Pin-up display areas, bright color combinations, general informality appeared frequently.

d. gymnasium

Gyms are still large and costly. They represent, along with the auditorium, from one third to one half of the total floor space under roof. Whether gyms can be justified on an educational basis is an issue.

There is an indication that, in the larger high schools, special rooms for such small group activities as wrestling, weight lifting, handball and fencing are being provided. In some high schools double sized gym courts are appearing. In others, folding partitions which separate the gym floor into separate courts for boys and girls are used. A swimming pool occasionally appears as a part of the gymnasium unit.

The question facing school people



Administrator's outer office with mail rack. Semi-glazed glass maintains open feeling, gives degree of privacy to inner office. (Biochemistry and Virus Laboratory Building, University of California, Berkeley, Cal.; Michael Goodman)

Undifferentiated, rather residential Board Room is in administrative suite in central office building. (East Whittier School District, Administrative Office & Warehouse; Whittier, Cal.; R. L. Warren & William Henry Taylor)

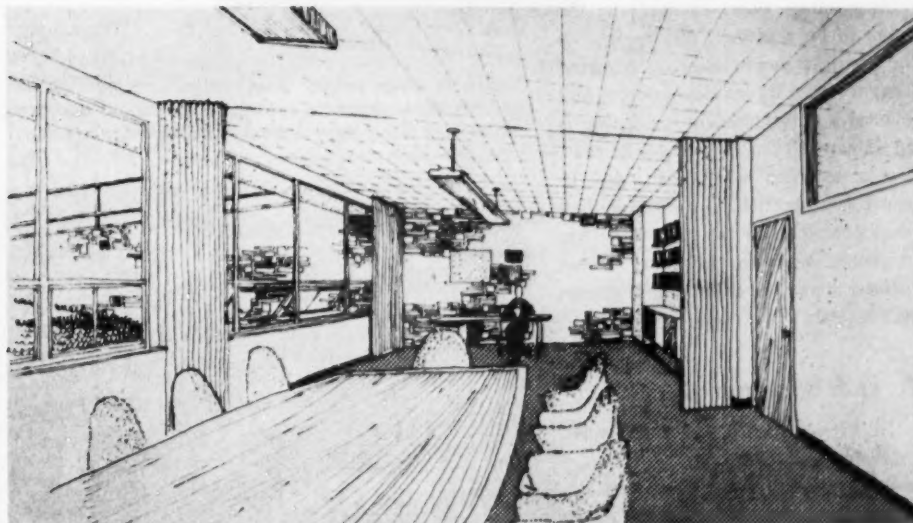


administrative space



An administrative office thoroughly opened onto corridor and lobby. Includes ticket booths for handling concert admissions. (Music Building, University of Montana, Missoula, Mont.; Fox & Ballas; Ingvard Eide photo)

High School conference room is separated from principal's office by folding partition. (Springfield High School, Springfield, Pa.; Howell Lewis Shay)



new schools (cont.)

would seem to be whether or not they can justify educationally the great capital expenditure involved in the modern gymnasium, or whether educational values can as well accrue through greater use of the out of doors, or in other types of spaces yet to be designed.

In elementary schools, the gymnasium is still much in evidence but is increasingly being designed for multiple uses. A few such gyms have been opened up with glass, and have been outfitted with folding tables or movable tables and chairs for use as lunchrooms.

An occasional elementary school gym indicates a greater consideration for the characteristics of children. The space has been warmed by opening it up to the outside with large glass areas, careful color application, and selection of materials for decorative as well as maintenance values.

These spaces remain unmistakably gyms no matter what combination of activities is to be accommodated.

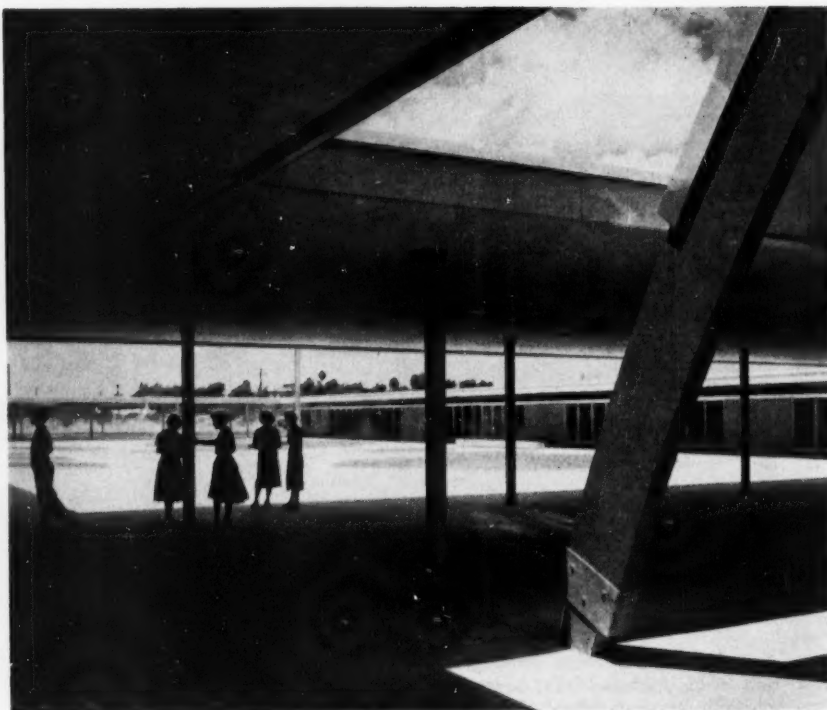
e. multi-use spaces

Many elementary schools and a few secondary schools have turned to large spaces in which many different activities take place. Combination auditorium-gymnasiums, cafeteria-gymnasiums, cafeteria-gymnasium-auditoriums, or cafeteria-playrooms frequently appeared.

Apparently when economy is the value to be achieved, the thought of the possible incompatibility of using a gym with its obvious odors and general unattractiveness for dining is no deterrent. The experience of most drama teachers who have tried to use the stage while the basketball team practices on the gym floor has in general been unsatisfactory. Nonetheless, many of these combinations still appear.

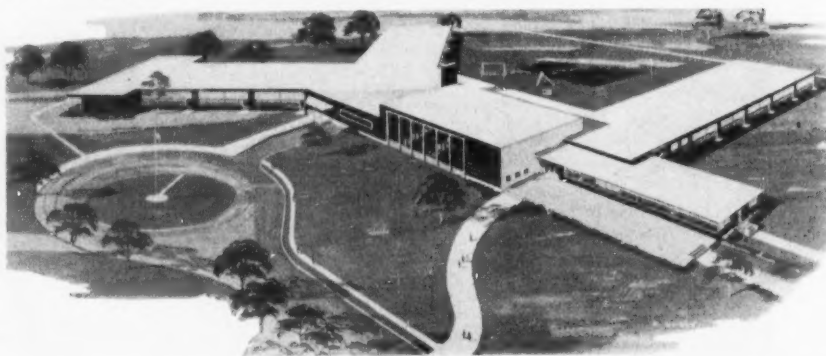
f. special spaces

In high schools, and to a much less marked extent in elementary schools, special rooms have been outfitted for science, homemaking or art



Here a mall dominates circulation, with units of the school grouped about this central facility. (Mirabeau B. Lamar Jr. High School, Laredo, Tex.; Caudill, Rowlett, Scott and Associates; Ulric Meisel photo)

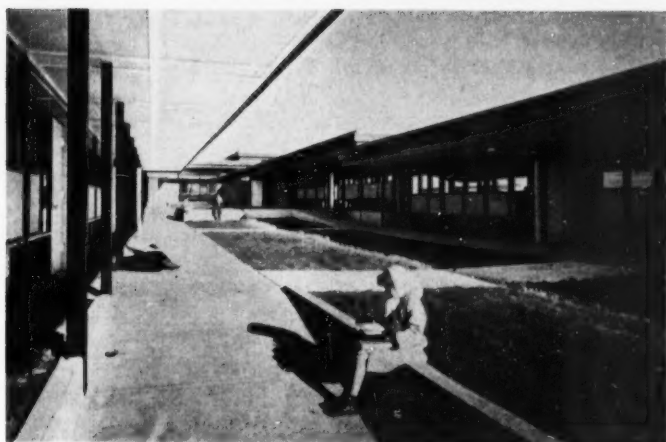
Classroom wings project from central core housing noisier facilities. Note separate entrances for various age groups. (North Hill Elementary School, Cheektowaga, N. Y.; Foit & Baschnagel)



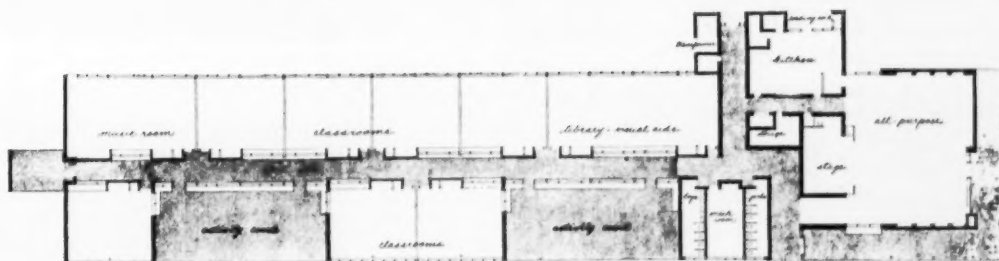
relating interior spaces



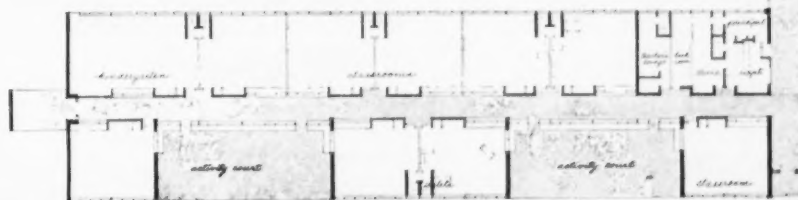
Modified campus arrangement with interconnecting corridors. (O. Henry Jr. High School, Austin, Tex.; Fehr & Granger; Dewey G. Mears photo)



Outdoor corridors and lawn separate wings running from central facility (rear). Note ramps, louvers. (Ben Milam Elementary School, Bryan, Tex.; William E. Nash; Roland Chatham photo)



This finger plan school with connecting corridors emphasizes self-contained units. The double-loaded corridors are broken up with activity courts. (Sam Houston Elementary School, Port Arthur, Tex.; Caudill, Rowlett, Scott, Neff and Associates)



new schools (cont.)

laboratories. Homemaking programs, especially reflect a shift in design, emphasizing the social aspects of group living. Modern high school home-making suites are often well lighted, attractive rooms outfitted for cooking, sewing, entertaining, and home management. They sometimes face attractive courts or command pleasant views of the site.

The photographs and sketches available to us did not reflect a general interest in science or art rooms in high schools. We know that they are in the plans, for often they are labeled as such. Science rooms for some reason appear more frequently on the second floor of multi-story buildings than not. The relative isolation of science in relation to the out of doors would seem to follow from a college preparatory approach to the study of the various sciences.

Science in the elementary school seems well integrated design-wise in the self-contained classroom.

g. administration and teacher spaces

Little change over the last year or so can be seen in current regard for administrators and teachers. Every school provided some space in its plan for the principal's office, and several provided conference, study and relaxation space for teachers.

As in 1952-1953, the classroom is still the teacher's castle. We found little evidence that serious study had been given to faculty conference space, or spaces where teachers could be away from the children for a brief period during the day.

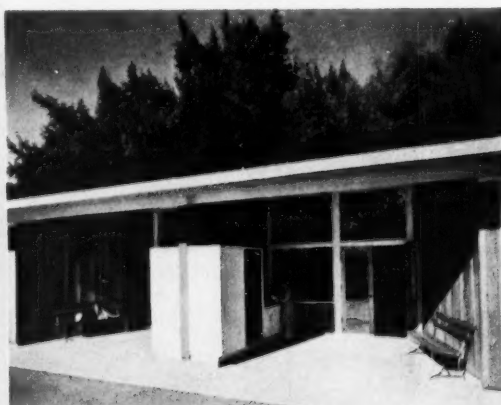
Of those teachers' rooms which appear in the designs, several include toilets, comfortable furniture, and provisions for professional and popular publications. We wonder whether in handling these spaces the entrances to teacher toilets might better be placed apart from the immediate living room area to insure that both men and women teachers may share the same space without embarrassment.



Skylighted corridor is "main street" for self-contained primary class-yard units, allows bad weather outdoor play. Note storage facilities. (White Oaks Elementary School Annex, San Carlos, Cal.; John Carl Warnecke; Randal Partridge photo)



Light, well-opened stairway opens into lobby. (Canton Union Sr. High School, Canton, Ill.; Atkins, Barrow & Associates)



Outdoor corridor widens to provide individual patios for classrooms. Note sink, storage. (Deer Park Elementary School, Fairfax, Cal.; John Lyon Reid; Roger Sturtevant photo)

circulation



Corridor borrows light from classrooms; each classroom has its "showcase." (Lincoln Elementary School, Alexandria, Minn.; Traynor and Hermanson)



Unusual wooden lockers, ceiling-line windows to classes and outdoors help make this a pleasant corridor. (Pearland High School Classroom Building, Pearland, Tex.; Stayton Nunn; F. W. Seiders photo)

A well-opened lobby with furniture for conversation, small conferences. Note fireplace. (Concord Elementary School, Edina, Minn.; Lang and Raugland)



relating interior elements

The designs we have studied show that there are some recognizable relationships among the interior elements of the building. In a few schools instructional units are apart from but related to centrally located common facilities. Some campus type plans typify this sort of relationship. Where elements are related under one roof, wings sometimes branch off from a central hub of common facilities.

In other designs such arrangements around common facilities are not shown. Auxiliary spaces such as the auditorium and gymnasium may be located at some distance from the quiet academic area and connected with those areas by corridors, mildly noisy activity spaces such as a home economics suite, administrative suite, or a lobby.

In general, age groups represented by kindergarten, primary, upper elementary, junior high and senior high organization were separated one from the other. Similarly, quiet areas were screened or separated.

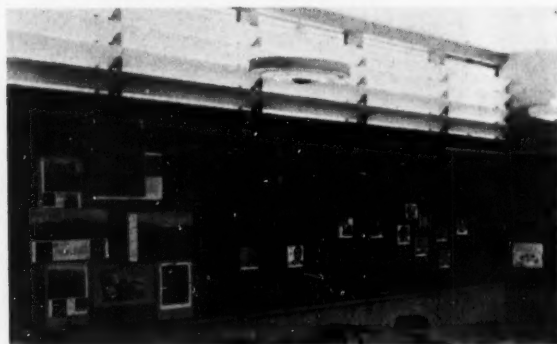
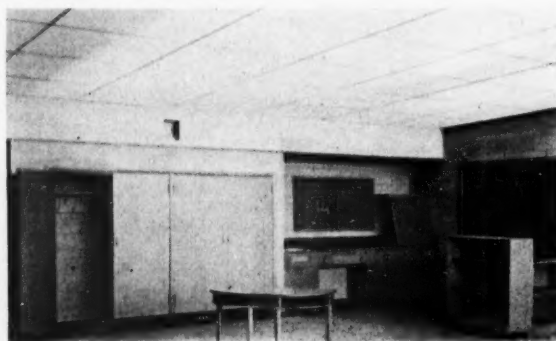
The notion of a commons, or central activity space, is gaining some prominence in elementary schools. In a few high schools a similar effect is achieved by a central court. Infrequently, a library is the hub from which the other units radiate. Broadened central corridors rarely occur. Architects sometimes ran into traffic problems when they located their large group spaces together, and large lobbies are sometimes used to relieve congestion.

Ideally the school program is inter-related. The design of the building then simply accommodates those inter-relationships in terms of space. But as we viewed the designs of these new buildings, we could deduce no common notions of inter-related program. As wonderful as some of these schools are, many appear to be an accumulation of special spaces. Perhaps this is merely



Rows of acoustical tile are set in at right angles to the ceiling, exposing both absorbing surfaces and shielding lights. (Concord Elementary School, Edina, Minn.; Lang and Raugland)

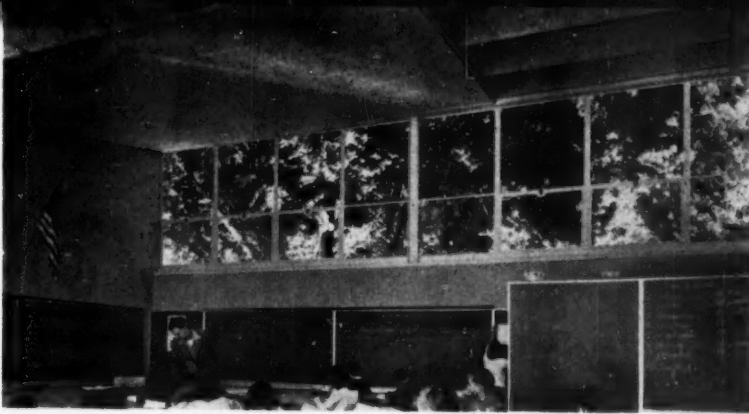
Suspended translucent ceiling gives even light diffusion, conceals uneven line of actual ceiling caused by clerestory. (Ulysses S. Grant Elementary School, East Wenatchee, Wash.; Alvin S. Erickson)



Louvers throw corridor light on ceiling. (Chico Jr. High School, Chico, Cal.; L. G. Thomson)

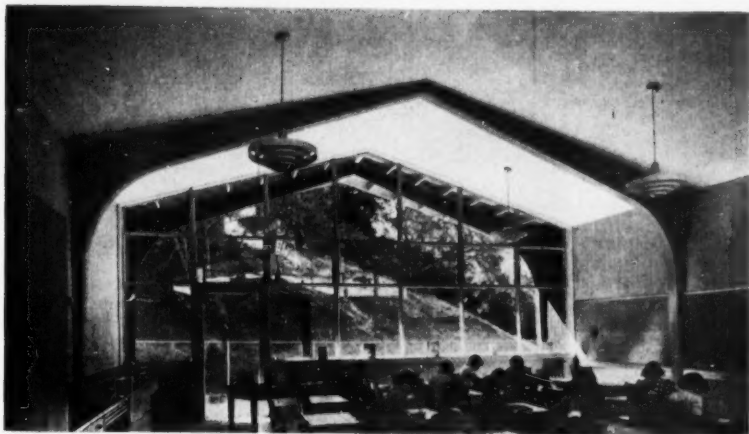
Laudable use of glass block with vision panels at either end instead of conventional horizontal vision strip gives this room a special character. (Southwest Elementary School, Evergreen Park, Ill.; Bryant and Walchli)





physical environment

Two instances of use of ground cover as part of light control system. Above, trees eliminate need for louvers or extensive overhang. Below, pleasant hill is made use of — too bad children have to be fenced off from it. (Deer Park Elementary School and Manor Elementary School, Fairfax, Cal.; John Lyon Reid; Roger Sturtevant photos)



Mobile sculptures suspended from lighting fixtures indicate movement of air in this classroom. Flow is controlled by movable ventilating louvers on corridor wall, left. (O. Henry Jr. High School, Austin, Tex.; Fehr & Granger; Dewey G. Mears photo)



new schools (cont.)

indicative of a lack of integrated school program.

1. separating ages

Younger children were generally housed separately, either in an individual unit or off in an isolated wing; kindergartens invariably so. In twelve-year combination schools, separation of age groups was achieved by campus type arrangement of units, or by wings, or even by housing different age groups on different stories of a multi-story building. Architects working with irregular sites often used site irregularities to achieve age-group separation.

2. separating elements

Large group spaces with their characteristic noisy activities are most often located apart from quieter academic spaces. Music rooms, gymnasiums, and auditoriums are usually shunted off to one side. In those schools where central activity spaces were designed as the hub of the school, or where social courts were used, architects showed some care in treating corridors and adjacent spaces acoustically.

3. circulation

Architects seemed to be fascinated with circulation. In the high school with its period changes and various comings and goings of students, they tried to reduce traffic to an exact science. Perhaps they were so taken up by the mechanics of student traffic that they overlooked the educational possibilities of corridors and lobbies.

The typical corridor is adequately lighted, contains student storage lockers, is niched here and there for fire apparatus, is finished with hard wearing wainscoting or exterior materials, and opens directly onto classrooms. When wings of a building are extended, sometimes these corridors become long tunnels down



Children's feeling of ownership gets a big boost when they can take care of their own classroom lawns. (Manor Elementary School, Fairfax, Cal; John Lyon Reid; Roger Sturtevant photo)



This classroom gains a friendly feeling from extension of space over "teaching wall", ventilated glass corridor wall, wood panels, brick stage-seat, etc. (Sam Houston Elementary School, Port Arthur, Tex.; Caudill, Rowlett, Scott, Neff and Associates; Ulric Meisel photo)



A sunny court provides an attractive view for teaching spaces, is nice for informal conversation. (High School, Apple Creek, Ohio; Joseph Baker and Associates)



Tile mural gives frolicy touch to kindergarten drinking fountain; protects wall. (Lincoln Elementary School, Appleton, Wisc.; Raymond N. Le Vee & Associates)

Open design, low roof-lines, color make this a nice place for children. (Sam Houston Elementary School, Port Arthur, Tex.; Caudill, Rowlett, Scott, Neff and Associates; Ulric Meisel photo)



Anyone would enjoy eating in this dining room, with its balloon-shaped lights and colorful mural (painted over a wall of acoustical tile). (Double Oaks Elementary School, Charlotte, N. C.; A. G. Odell, Jr. & Associates; Joseph W. Molitor photo)



new schools (cont.)

which the youngsters tromp to their classrooms.

Some interesting departures did appear. Display apparatus, pin-up materials, and glass partitions into classrooms appeared in a few schools. Occasionally corridor walls were offset to break up the usual "tunnel effect". One or two turned to alcoves for lockers, or placed benches for the students' convenience.

physical environment

Architects are demonstrating an increased understanding of lighting problems. All problems have not been licked, but significant progress has been made. The new school is generally opened up for natural lighting, and a number of light control methods have been devised. Vision strips with glass block, exterior and interior fixed or adjustable louvers, translucent ceilings with top lighting, and other such devices have been employed. A few architects have integrated ground cover, trees, and other features of their site into their system of light control.

We could not determine from our materials very much about heating and ventilating systems used. Separating naturally noisy and quiet areas on the site was a generally practiced means of acoustical control. The frequent use of acoustical plaster and tile indicated an increased awareness of the importance of acoustical controls within the building. We wonder if some of the spaces are not being "over treated" with a resulting mortuary feeling.

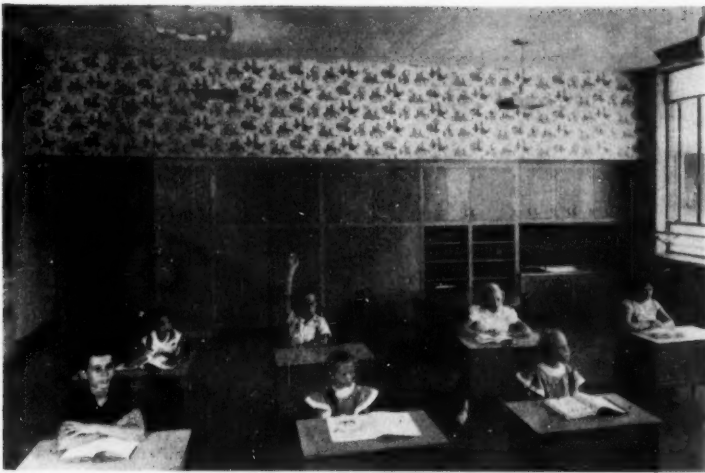
providing for human values

Architects have asked educators to spell out the activities which are to go on inside a school building and then let the architects design a building which would accommodate those activities. A systematic approach based on the activities children engage in while in school may result

Glass above partition as well as in walls adds spacious quality. Small unit material (brick) is in keeping with child scale. Drapes are to make the room homey, not to darken it. (Double Oaks Elementary School, Charlotte, N.C.; A. G. Odell, Jr. & Associates; J. W. Molitor photo)



Occasional panes of colored glass add warmth to this kindergarten room. Skowhegan Elementary School, Skowhegan, Me.; Alonzo J. Harriman, Inc.; J. W. Molitor photo)



Storybook-character wallpaper is a welcome note of individuality. Out of fingerprint range, it won't be as much of a maintenance problem as janitors might think. (Woodridge Elementary School, San Antonio, Tex.; Harvey P. Smith & Associates; Zintgraff photo)

Clean-up facilities ease the transition from outdoor to indoor play activities. Exposed nailheads tattoo a pattern on redwood siding. (Annex to White Oaks Elementary School, San Carlos, Cal.; John Carl Warnecke; Randal Partridge photo)



A recognition of the adolescent's need for social living, this high school lounge has a snack bar, several conversation groups of comfortable furniture. (Gymnasium and Social Hall Addition to Lakewood High School, Lakewood, Ohio; Hays and Ruth)

new schools (cont.)

in a mechanically functional building, but whether that building makes a positive contribution to the growth and development of these children is something else.

The end purpose of such activities is not the activities themselves, like so much "busy work"; the end purpose is to provide a series of planned experiences out of which children may discover values, attitudes, meanings, and profundities which help them to be more effective human beings than they otherwise would be.

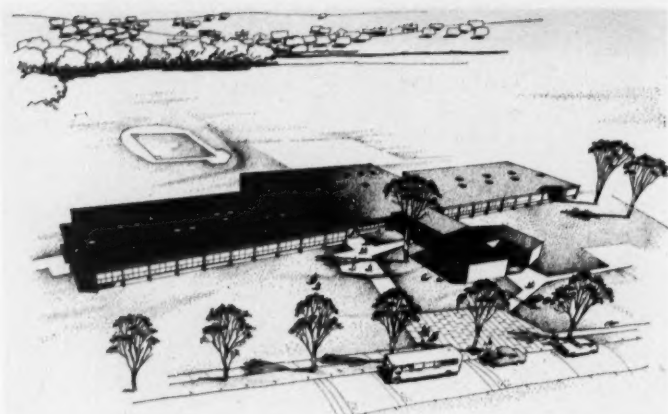
It is its contribution to the achievement of human values, then, that is the real test of a school building—or, for that matter, the activities which constitute the framework of the school program.

Perhaps the thing which distinguishes the creative architect and the creative educator is this regard for human values in devising school programs and school buildings. Whatever it is, it marks their work and stamps it with individuality. This regard is more than a point of view. It is a number of little things. A way of handling materials, for example; the raising of a final question when a wall is sketched into plan which inquires, "how will the kids feel in this space?"

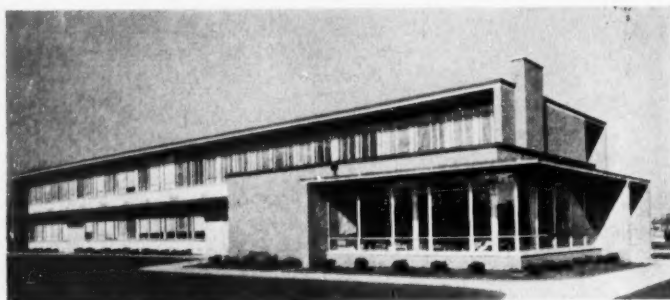
The singular contribution of the winning designs in the competition was the "good feeling" it lent to those who viewed them. Apparently this "good feeling" didn't cost any more than a cold or sterile feeling. It merely demonstrated that school people had a notion of the kind of atmosphere they wanted the school to have, and that architects knowing about environment and about people were able to achieve it.

1. feeling of ownership

The child who looks at a classroom and says proudly "This is my classroom" or "This is our classroom" is reflecting something valuable to him. He likes to participate in making that classroom his. Sometimes children never have reason to voice such feeling. "This is Miss Jones' room" or "That's the science



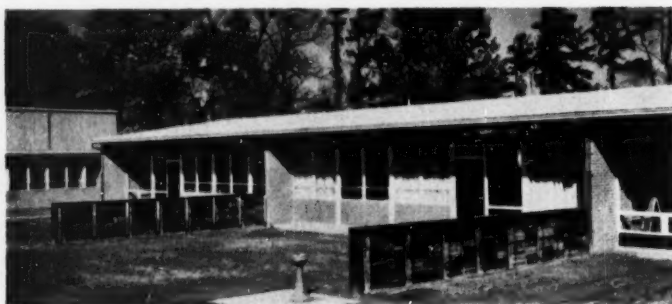
Separate kindergarten unit is built around a central court. (Madeira Elementary School, Madeira, Ohio; A. M. Kinney, Inc., Charles Burghard, Director of Architecture)



A well opened two-story structure. (Jackson Elementary School, Elmhurst, Ill.; Cone and Dornbusch)



Clerestories are integrated in this exterior. (Elementary School, Sterling, Col.; Eugene D. Sternberg; Guy Burgess photo)



Tile fences define individual back yards in classroom wing, which blends well with site. (Double Oaks Elementary School, Charlotte, N. C.; A. G. Odell, Jr. & Associates; Joseph W. Molitor photo)



Two buildings which resisted the temptations of the bulldozer achieve distinction and heightened human values by "rolling with the site." (Above: Foster A. Begg Intermediate School, Manhattan Beach, Cal.; Daniel, Mann, Johnson & Mendenhall. Below: Deer Park Elementary School, Fairfax, Cal.; John Lyon Reid; Roger Sturtevant photo)

Another example of accepting site contours. When site is irregular, building can often be more interesting. (Burlingame Intermediate School, Burlingame, Cal.; Hertzka & Knowles; Ernest Braun photo)



new schools (cont.)

room" or "Let the janitor pick up the paper, that's his job."

One of the great values to be achieved in cooperatively planned school buildings is the diffusion of a feeling of ownership of the building. And with ownership comes a feeling of responsibility for it. It might well be that some of our new schools are in effect too finished, too dressed up. The children's sweet potato vine may look ridiculously out of place in a slick, dressed up classroom.

2. extension of space

People don't like to feel shut in for very long. Especially do children rebel against confinement. A lot of a child's time on a rainy day is spent with his nose pressed against the window pane. Opening up the classroom to the out of doors with large glass areas is one popular device for preventing this shut in feeling. Rather than being a distraction to the children, it has proved to enhance their work.

Similarly, in a few schools visual extension is achieved between classrooms with low level partitions topped with glass, and into the corridors through display panes or picture windows. Particularly is this extension effective if it overlooks a pleasant site.

On the other hand, people sometimes like to have something to lean against, something to get their back up to, and a good solid wall can be very satisfying emotionally.

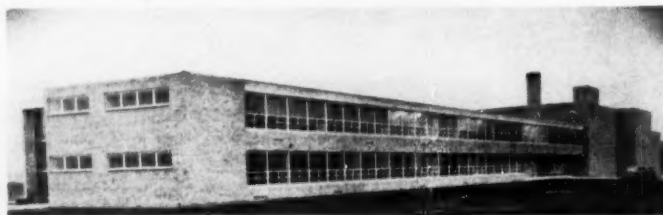
the final product

We have taken a look at the inside of new school buildings and worked our way out. Before the building takes final form, the site and surrounding community characteristics become factors in the design. In general, architects have come to handle sites adequately. Many lament the choice of site, indicating that there may be a need for the architect to be consulted on site selection.

Big cities of course are a problem

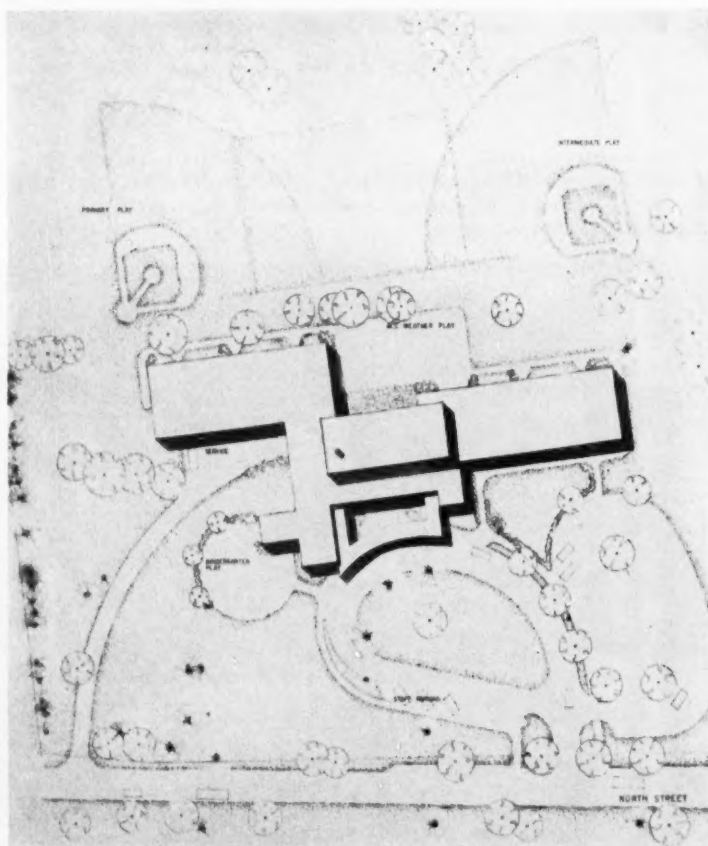


Contemporary exterior with brick. (Lindley Park Elementary School, Asheboro, N. C.; John James Craft, Jr.)



Glass is used extensively even in multi-story buildings, as witness this modified traditional high school. (Canton Union Sr. High School, Canton, Ill.; Atkins, Barrow & Associates)

Site plot plan showing separate play areas for age groups, surfaced all-weather playground, service entry, parking, curved bus ramp. (North Street Elementary School, Greenwich, Conn.; Sherwood, Mills and Smith)



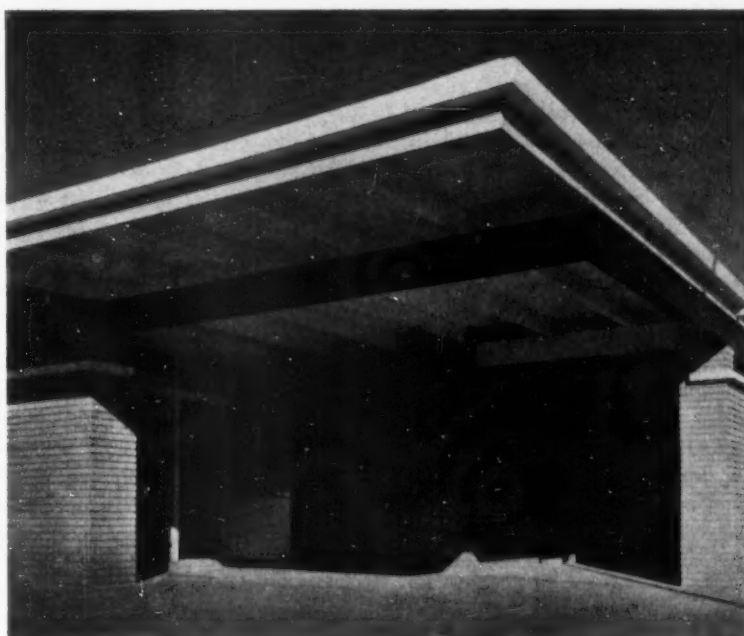
unto themselves. Characterized by limited sites in built up areas, many of the current practices in school design simply do not apply to them. Still in all, big cities build big schools, spend more money on them and, by comparison with the values which are accruing in smaller schools, are getting less for their money.

Many schools are located on flat or rolling sites, where a bulldozer smooths out the wrinkles, a slab is laid down and the building is put up by various construction techniques. Some communities have been exceedingly fortunate in locating naturally attractive sites. Where the architect has worked with and not against the site, the resulting product becomes a genuine complement to the community.

The form and exteriors of most new schools are in modern dress. In some climates, free experimentation with natural woods and other less conventional exterior materials goes on. Many of these are beautifully handled. Most elementary schools and an increasing number of high schools are being designed for one story structures, and campus type plans are finding acceptance in many parts of the country.

exterior

The reaction against monumentality in school design is illustrated by this quietly stated entrance. Compare with pillared entry to older school in background below (far right). (Pearland High School classroom building, Pearland, Tex.; Stayton Nunn; F. W. Seiders photo)



Additions to old schools afford an opportunity to compare old and new fashions in school buildings. (Gymnasium and Social Hall Addition to Lakewood High School, Lakewood, Ohio; Hays and Ruth)



Educators Plan Study, Travel, Employment As Summer Workshops, Tours and Camps Promise Many Professional Opportunities

As Spring brings warm and balmy weather to most parts of the country, educators are giving increasing attention to plans for spending the summer months effectively and beneficially.

Many possibilities present themselves for participation in workshops here and abroad, for study at centers offering courses this summer and for employment in areas related to the individual's professional field.

Following are descriptions of summer opportunities which have crossed the editors' desks in the past few months.

Pioneer program offers study in Scandinavia

An opportunity to study abroad in Scandinavia and to obtain six units of credit transferable to American colleges is available to teachers this summer in a pioneer program sponsored by the California Teachers Association and by San José State College, California.

Planned by Glen T. Goodwill, superintendent of schools, Monterey, Calif., the plan includes two weeks each at Oslo, Stockholm and Copenhagen with many side trips pertinent to the lecture courses.

These evolve around Scandinavian economy, politics, international relations, systems of education and social advancements. The cost of \$945 covers transportation from and to New York City, hotels and most of the meals.

Side trips to England, France, Holland, Germany and Switzerland are available for an additional \$300, and may be made either before or after the summer sessions.

In the words of Dr. Goodwill, who spent several weeks last summer working out the session details in the countries involved:

"This program is the first step in what could become a world wide movement. It is the hope of those

who have cooperated, in the plan, that it will be extended to other parts of Europe, eventually to the Pacific areas and the Far East, [and] that the program can become reciprocal.

"The over-all objective is to give teachers first-hand knowledge and understanding of other peoples so they may be better qualified to teach our young people this important information."

For example, one of the two weeks in Denmark will be spent living and working with group of Danish teachers at a folk high school.

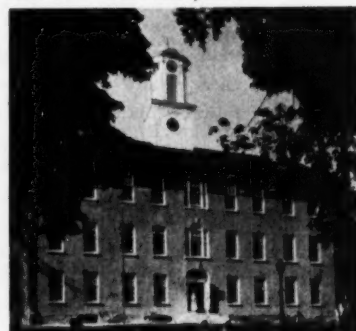
Inquiries and application may be made at San José State College, San José, Calif.

European workshop features conferences with public leaders

Conferences with persons prominent in government, social service and public education, as well as special lectures and seminars with national leaders, have been scheduled for New York University's fifth European Workshop of the School of Education.

To help American teachers gain first-hand knowledge of how contemporary Europe is working toward the solution of its general and educational problems, the workshop is organized on a graduate level, offer-

Journalism Workshop Site



Cutler Hall, Ohio University, where high school students, advisors, meet annually.

ing the opportunity to earn points of credit toward graduate degrees.

The teachers will spend approximately three weeks in London, a week in Heidelberg and several days in Paris. They will travel by private bus through Belgium, Germany and France, and are to take a weekend trip to Switzerland.

The workshop is geared to give teachers a broader background for instruction in world affairs and international relations. Total individual cost, including credit fees, is estimated at \$895.

According to Christian O. Arndt, professor of education at NYU, the workshop is limited to 60 persons, and applicants will be considered in the order in which they apply. Special attention will be given to professional background and personal qualifications, he announced.

Requests for information should be addressed to Dr. Arndt, School of Education, New York University, Washington Square East, New York 3, N. Y.

Outdoor education program planned at Michigan camp

Clear Lake Camp at Dowling, Michigan will be the site of the three-week workshop on outdoor education sponsored by the School of

Education, Michigan State College, and the Division of Land and Water Conservation.

Offering five term hours of graduate credit in education or conservation, the workshop is geared for elementary and secondary teachers, school administrators, college teachers, camp leaders and others interested in outdoor education.

According to a preliminary announcement on the project, features include "consideration of problems brought to the workshop by the participants and orientation on current developments in outdoor education, combined with field experiences for an interpretation of the outdoors as a teaching environment."

Other features include availability of a nearby summer school children's camp for clinical and demonstration activities.

Instructors will be G. W. Mouser, associate professor in land and water conservation and Julian W. Smith, associate professor in outdoor education, School of Education, Michigan State College, Lansing, Mich.

Further information can be obtained by writing Mr. Smith at the above address.

ASCD workshop scheduled on curriculum leadership

The summer workshop for Region Five of the Association for Supervision and Curriculum Development of the National Education Association will also take advantage of Michigan camp facilities at St.

Mary's Lake near Battle Creek.

Scheduled from August 8-13, this year's workshop theme is "Leadership for Curriculum Improvement," according to Director Gilbert S. Willey, superintendent of schools, Winnetka, Ill. James C. McCampbell, Director of Elementary Schools, Cleveland Heights, Ohio, is workshop associate director.

Although geared for teachers, supervisors, principals, superintendents, curriculum workers, school board members and lay citizens in the states of Illinois, Indiana, Ohio and Michigan, persons living outside Region Five are invited to attend.

Reservations must be made before June 15. Write Pauline Holt, workshop treasurer, assistant superintendent of schools, 43 Forest Ave., Riverside, Ill. for information.

High school press conferees will publish model papers

The annual five and one-half day Workshop on High School Publications, conducted by the School of Journalism, Ohio University, will again offer round-table discussions, demonstrations, displays, forums, lectures and field trips for students in school journalism and their advisors.

Scheduled for June 21-26 on the Ohio University campus at Athens, the workshop will also offer special clinics for high school faculty advisors and for radio-TV journalists.

Participants will publish two model

newspapers during the session, and will consult with national authorities, visiting faculty members and specialists in printing, engraving, advertising, photography, radio, art and accounting.

Information and reservations are available through Prof. L. J. Hortin, Box 312, Athens, Ohio.

School law is topic of CPEA—MAR conference

A conference on school law, sponsored by Middle Atlantic Region, Cooperative Program in Educational Administration, is scheduled for June 15-17 at Duke University.

Numerous authorities in various legal fields, including school law, will participate, announced E. C. Bolmeier, chairman, Planning Committee on School Law Conference, Duke University, Durham, N. C.

The program is planned for the benefit of school administrators and professors of school administration. More information can be obtained from Prof. Bolmeier.

Many positions available in US girl scout camps

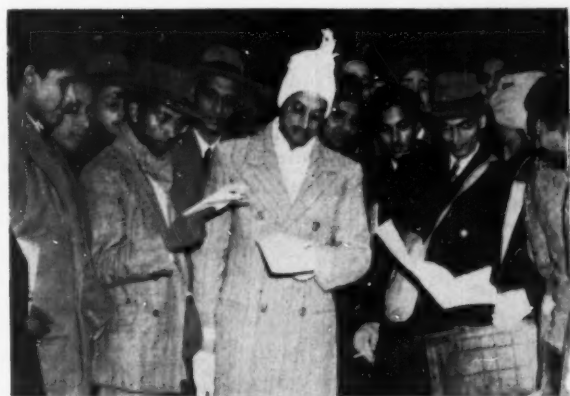
The Girl Scouts of America has again announced openings in summer camps for qualified women desiring to work with children of various ages in formal, outdoor settings.

Several positions are also available for students of at least eighteen years of age.

Teachers and educators will be
(Continued on page 116)



Educators who spend the summer camping might find themselves in the position of this counselor (l.), planning the day's activities with girl scout campers.



School people traveling and studying abroad will, undoubtedly, like these Indian students in New York (r.), study maps of Old World cities before touring.

Spotlight on Atlantic City

Administrators sought answers . . .

MOST OF THE 18,691 EDUCATORS who attended this year's convention of the American Association of School Administrators wanted answers for the specific problems they brought to Atlantic City.

They sought solutions to program and policy issues at the panel discussions. Their questions were keyed to practical, tangible matters.

They looked for aids on the huge exhibit floor, where over 300 manufacturers displayed their goods and services.

One problem that a majority faced was how to secure the finest facilities for new school buildings at the lowest possible cost, and without sacrificing curriculum to economy.

This was evidenced by packed discussion meetings on school building questions, by consistent crowds at exhibit booths on construction and basic equipment and by many informal get-togethers of similarly bedevilled administrators.

There seemed, moreover, to be a growing awareness of the value of cooperative school and program planning.

It was frequently stated that the superintendent who involves community representatives in the planning stages of his work will more easily secure support and valuable

suggestions from that quarter.

One speech referring to this "integrity of group dynamics" seemed to be cited most. It was Eric Sevareid's "The Shape of Things to Come."

Many of those whose interviews appear in the following pages used this section of the Washington correspondent's talk to illustrate their points about the need for more cooperation among superintendent, principal, teacher and layman.

But it was the variations on the Convention theme, "Educating for American Citizenship," that sparked the most heat generated in Atlantic City that chilly February week.

Panels on UNESCO, teaching democracy vs. communism, building American citizens, and controversial issues drew large crowds, eager to listen and anxious to ask questions that would help them meet specific problems back home.

At the panel on "Teaching American Democracy vs. Communism," for example, a clash of opinion developed when New York City Principal Samuel D. Moskowitz stated that in the city inquiry into teacher activities, no liberal or non-communist teachers had suffered, with "less than one per cent of our staff thus implicated."

He was challenged immediately by Herbert C. Clish,

. . . and answered questions

The mechanized and unusual exhibits, displayed as they were *en masse*, was more than one could absorb at one viewing.

After wandering past those on the front of the main floor, we went down the steps to the lower level, where "more than 150 exhibits" were displayed.

It was at the foot of the stairs that the booth of the Cooperative Program in Educational Administration

caught our eyes, and here we paused to speak to the regional leaders in attendance.

We felt A. D. Albright would be the person to tell us about the development of cooperation between administrator, board of education, lay group, etc., in the South.

For, as associate director of the Southern States CPEA, and professor of educational administration at Pea-

body College, he has his finger on the pulse of the educational scene in that area.

There is an increase in the number of administrators who have been working with lay groups, trying to find out what values and ideas these people offer, he told us.

"Where administrators have not taken the lead in involving these groups in the school program, friction seems to develop between community and school people."

The superintendent's success in securing understanding also depends, in large measure, on "how well he involves his staff in his work," he added.

Dr. Albright credited good cooperation for the past ten years in the South between state departments, boards of education, colleges and





San Francisco superintendent of schools, who claimed that "in a number of school systems a climate of fear has developed within the teaching profession."

"I haven't come all the way across the country to my native East," Dr. Clish declared, "and have anyone tell me that the liberal or non-Communist teachers in New York City have not suffered . . . I hope that nobody will leave this room today thinking that teachers are not afraid."

After much discussion by other speakers and audience on the value of teaching the weak as well as strong points of America, on the dynamic nature of democracy and on the wisdom of letting high school students "decide for themselves what is right and wrong and why," a young teacher stood up and declared:

"How in the world can I safely draw the line between a wrong and a right in America today? I teach social science in a small town in Wisconsin!"

Similar "community pressures" on education were described at the panel on "UN, UNESCO and the Schools," when one Southwesterner asked the group what was he to do about "the small daily newspapers" in his area which had opposed teaching about UN and its agencies?

In the discussion that ensued, Brooklyn Col-

lege's Leonard S. Kenworthy suggested that these attacks were really directed at "living in 1954." Panel speaker Willard E. Givens, former NEA executive secretary, declared the critics were attacking "intellectual freedom."

Conversations and discussions overheard throughout the convention showed some administrators asserting that the "insincere" critics be ignored and the "sincere" ones answered; while others declared that there should be no distinction, that all should be answered by continually improving our educational systems.

One symbol that appeared and re-appeared in the exhibits was the one-room, little red schoolhouse—an idea that has expanded with the times.

For, as Hugh B. Masters, director of continuing education at the University of Georgia, told Tuesday morning's general session, "The school of tomorrow will be concerned with providing educational opportunities for people irrespective of their age or previous condition of education."

"It will, of necessity, provide many services to many different groups outside the normal school program, customarily provided for youth between the ages six and eighteen. It must begin its program at the cradle and end it at the grave."

universities and administrators with helping to encourage the entrance of teamwork into the field formerly dominated by administrative leadership.

Also cited was the growing interest in the South, following the national pattern, in program as against technical aspects of education.

He told of one recent meeting he had attended of local school board members from a Southern state, who had "given their attention to how they can provide more opportunity for all," rather than discussing an approaching Supreme Court decision on segregation in the public schools.

Roy M. Hall, one of the few Texans around without a ten-gallon hat, picked up the discussion.

The associate director of the South

West CPEA, with headquarters at the University of Texas, called the response to this idea of cooperation "broadening" in his area.

He described a project that the Texas Association of School Administrators is working on to furnish superintendents with adequate guides for measuring how effective their instructional programs are, and to help them develop specific techniques that can be applied to re-evaluate these.

TASA is being assisted by SWCPEA and the Texas Education Agency (state department of education).

Such evaluation aids help the administrator meet criticisms before they begin, the SWCPEA leader, who is also professor of educational administration at the University of Texas, emphasized.

They also help him continue to

keep up with progress in the field and adapt his programs to include any new, beneficial ideas.

Dr. Hall described a study made by Midwest CPEA which showed the relationship between the layman's opinion of the educational system in his area and his knowledge about the system itself.

The study indicated that the most



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Convention

hostile critics had the least factual knowledge about the instructional program and other aspects of their local schools.

The SWCPEA associate director emphasized that educational administration is a "job for the profound, intellectual mind."

He told us of one non-administrator who had been attracted to CPEA's exhibit booth. He had observed the numerous research reports published in booklet form, the wall charts and graphs illustrating the work of those in the program. Then he had scratched his head, wrinkled up his forehead, and said:

"I'm darn glad I don't have to go into school administration if it's this complex!"



"I guess he's looking for new curriculum ideas!"

A spokesman of the educational layman was Violet Edwards, executive director of the New York State Citizens Committee for the Public Schools, and a harbinger of spring with her pert pink straw hat with flower perched on top.

She was also a harbinger of an element coming to keynote, more and more, the American educational scene—cooperation.

On Sunday, she had represented the lay citizen in a group discussion, *The Curriculum Development Team In Action*. "We all saw that it was impossible to get teamwork in developing cooperation without all members of the team," she reported.

Others in the discussion group, each representing one of the team,



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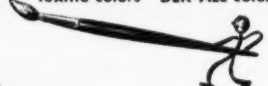
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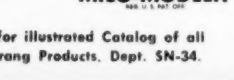
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Convention

were a board of education vice-president, a state secondary education director, a county elementary supervisor, a junior high school principal, a teacher and two public school students.

"We all also agreed we had frequently overlooked one important member of the team—the students," Miss Edwards reported. "They are, and should be a source of real aid in curriculum development."

She explained that citizens groups have developed "a keen interest in the best possible program and curriculum" because of their involvement in building needs, the main cause that first brought many of them on the scene.

"They are partners in this enterprise—you can't turn their interest in this off and on like you can your TV set," Miss Edwards warned.

In her work with local citizens committees in New York State, she has observed fear on both administrators' and laymen's part "until they actually work together on common problems.

Fears fall aside

"Then the fears fall aside, with a fresh understanding of the common stake in the public schools."

In advising local citizens groups undertaking surveys of their school system, the NYSCCPS director has urged them to cooperate with all team members, including students, and to examine the best, rather than the worst examples of education in the area.

"In Buffalo, teams of lay citizens found out which schools were the best in the area, and went looking for good modern practice. They did not go to criticize."

Out of this came respect for school staff members they came in contact with, she reports, "and the determination that good practice should be the rule *regardless of cost*."

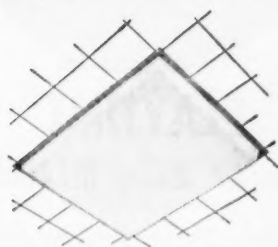
Although remaining "independent in thought and action," educational laymen should "approach their task with humility," Miss Edwards emphasizes.

With that, the missionary of team-



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The photo shows three (of four) 2' x 4' recessed Beta-Plex units mounted almost in the center of the ceiling, under which the low point of daylight falls. For schools whose classrooms are used at night, a different arrangement of Beta-Plex units is recommended, with separate circuits and switches to permit full (night) or partial (day) use. For an illustrated, descriptive 8-page folder on Beta-Plex, write to The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada: Wakefield Lighting Limited, London, Ontario.

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Convention

work left us to continue propagation of the faith.

Later in the week we met Ray B. Allen, head of the department of educational administration, University of Arkansas, who told us of the wonderful cooperation administrators have been receiving from press and radio in his area.

"Active public relations programs have developed because of the realization of the importance of social contact and understanding," he reported also.

Although some areas are still more traditional in upholding the superintendent in the top leadership roll, "citizens' activities are having much influence elsewhere in program development."

He urged widening of the tax base as one solution for the school finance problem in the Southern Central States, as well as throughout the country.

Dr. Allen calls the Arkansas School Reorganization Act "the boldest step forward ever taken in reorganization." It cut the number of districts "from several thousand to 423."

We had taken heart at the growing realization by school architects of the obligation to build with the basic and variegated needs of children uppermost.

Many of these architects have added to their staffs full-time educational consultants, who have dealt with these problems themselves as former school superintendents or educational leaders.

Such a person is Willard W. Beatty, now consultant with architects Perkins & Will, in their White Plains, N. Y., office.

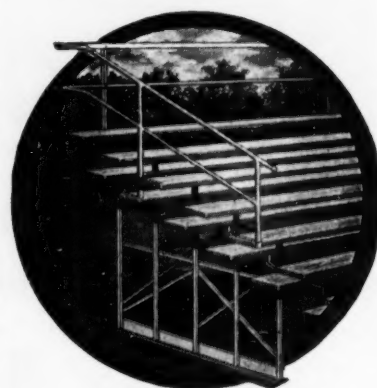
We heard him speak of his assignment in fundamental education projects for the United Nations Educational, Scientific and Cultural Organization at a panel on "UN, UNESCO and the Schools."

We knew of his work as director of education for the United States Indian Service schools from 1936 to 1951, and of the pioneer steps he had taken before that as superintend-

SE-415

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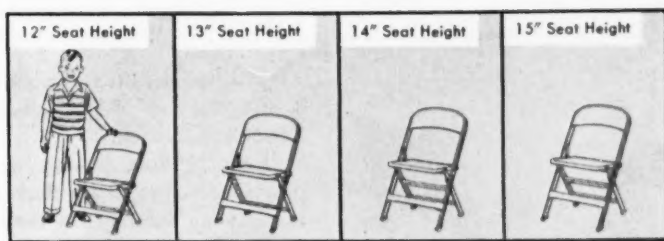
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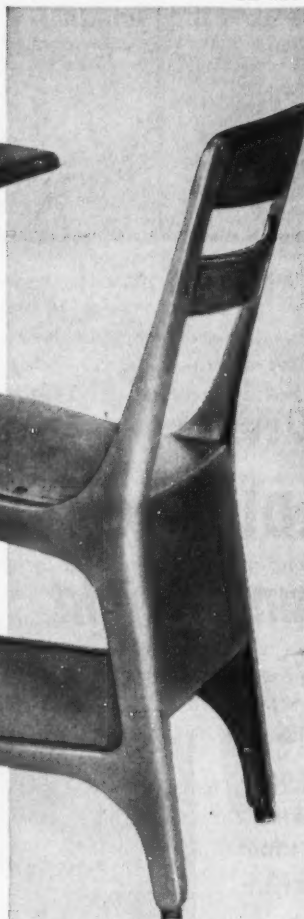
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ent of schools at Bronxville, N. Y.

And so, we began discussing school construction.

"Your building is only a shell, providing the proper environment for the children within," Dr. Beatty began. "The basic question, then, is what kind of shell do we need for the program we are carrying on?"

Although this "concept of program determination" has been accepted for elementary schools, many superintendents and principals "don't have time" to make studies, although they "welcome help," he told us.

As we sat on one of the comfortable leatherette settees on the exhibit floor, he went on to tell of an experience he had encountered when directing Federal Indian schools, establishing the coeducational boarding school for Indian children at Brigham City, Utah.

The Army had made them a gift of a World War II hospital and in converting it, much thought was given to color choices.

Sought familiar colors

"We sought those which echoed the children's own reservations—reds, browns, tans. They recognized these as their familiar desert colors, and many wrote to their parents what a fine thing it was to have these colors around to make them less homesick."

The other value of familiar and friendly surroundings, Dr. Beatty continued, was that it encouraged adjustment to a bi-cultural environment; accepting their traditional Indian background, as well as their American citizenship and future.

His love for these children of the Southwestern tribes was evident from the warmth with which he spoke. We noted the repetition of Indian motifs in his clothing—a turquoise ring, a hand-embroidered Indian necktie with colorful arrows.

In his travels in Europe and Asia, Dr. Beatty had a chance to observe other educational systems first-hand, and concluded that very rarely was there a deep interest "in the psychological influences on a child."

"I haven't run into a place on the

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Convention

continent where these things are considered. For example, in France I didn't see one window sill low enough to permit a child to look out, or where the bottom of the pane was not painted to discourage outdoor distractions."

We asked him what were the main



"Oh, I know what I want to build. I'm just looking here for ideas on what to put in it!"

things to consider when planning a school building. He listed them for us:

- What are the basic program needs for units like auditoriums, laboratories, etc.?
- How many persons, and how wide a variety of persons will use these units?
- How frequently will each be used?
- How much of the funds allotted for the entire building can be spent on the units?

We asked him about his work in fundamental education with UNESCO in Mexico, India, Thailand and the Philippines.

He told us of difficulties in convincing some of the governments involved that modern metropolitan-type school buildings and dormitories are out of place in rural communities and often demoralizing to student-teachers who must return eventually to undeveloped areas.

UNESCO advisers tried to achieve recognition of the principle that in these areas, school buildings should be in basic harmony with the environment, taking the best it offered, and adding to it modern health and comfort features.

We realized as we thanked Dr. Beatty for the interview how fortunate for school men that this holder of a bachelor's degree in architecture

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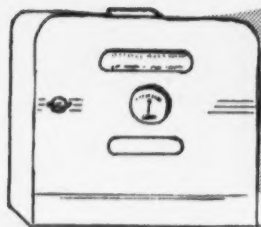
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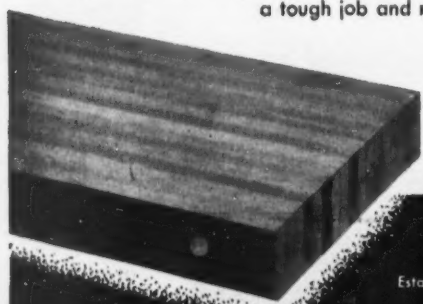
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Convention

from the University of California chose to practice educational administration first.

We noticed many AASA'ers in attendance who were students of administration, preparing for their work at colleges and universities offering such courses.

We wanted to know what they hoped to achieve at the convention and what kind of help they were getting from the superintendents they were meeting.

Fred Windoes, now studying for his doctor's degree at Teachers College, Columbia University, helped us out.

To him, the convention represented an opportunity for "professional stimulation," as well as serving "as a bridge between schools of administration and men in the field."

"Besides giving him a chance to meet prospective future employers, the convention helps men just going into the field to secure some identification with the climate of educational administration," Fred added.

We met many superintendents from small communities who told us about their projects and problems.

Fred Vescolani, on a leave of absence as superintendent of schools in Carney, Mich., is one of the few administrators in the United States today not faced with a greatly increasing enrollment.

On the contrary, the population of Carney, a town of 2,200 people on the upper peninsula, is shrinking. Farming in the area grows more mechanized and fewer people are needed to run the dairy farms.

"Our school facilities are adequate. The younger people are moving to Flint, Pontiac and Detroit."

He emphasized that this did not signify poverty in the area but rather a population readjustment made necessary by changing working conditions.

John F. Hopf, Jr. district superintendent, Rockland County, N. Y., on the other hand, expects a 100 percent population increase in the

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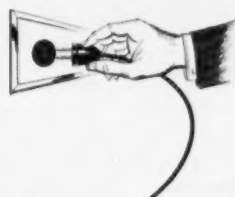
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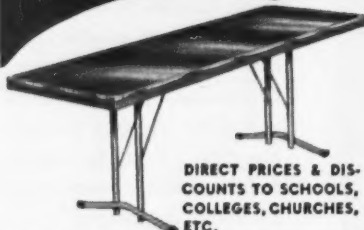
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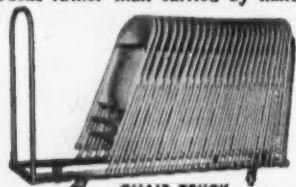
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Convention

near future because of the new state thruway going through his area.

The popularity of Rockland with young homemakers in the New York City area is another reason for the expected rise. To meet this, many new school buildings are planned. The school population now is 16,000.

In nearby Orange County, School Superintendent Kenneth E. Smith of



Walden also puts more space and facilities down as his number one need.

With total population just under 5,000, Walden has a K-12 enrollment of 1,250. This is rising sharply.

Centralization with nearly a score of smaller districts is looked to as a great aid in the near future.

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Two other high spots in the Walden system are a strong music and reading program and mutual cooperation between schools and local industry.

We met two interesting and friendly gentlemen from abroad. They consented to visit with us awhile and tell us of their work.

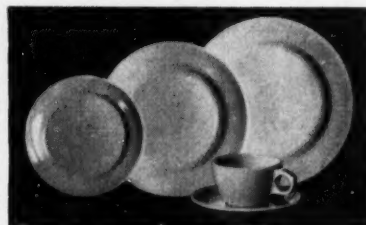
Mallam Nagayi Shuaibu, educational officer for the native administration of Niger Province, Bida, Nigeria, was in the United States for six months (he's now returned home).

"I want to adapt American ideas and practices I observed here to our needs at home," he explained.

Clad in a royal blue robe trimmed with black braid, and wearing a

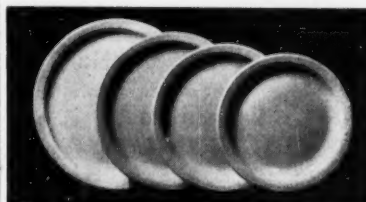
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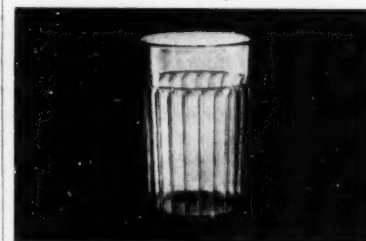
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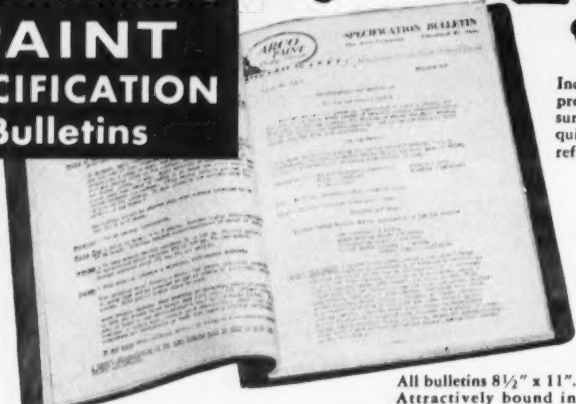
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Convention

round white hat, he presented a pleasant relief from the drab, mid-winter environment.

Adnan Chakmakchioglu, director of education, Balikesir Province, Turkey, is here through a Federal Mutual Security Agency program.

The questions concerning him most during his visit are "public administration in general, and secondary school administration in particular."

Both gentlemen are interested in observing "what democracy means in the schools" with regard to functioning of local school boards, forms of student self-government and cooperation among parent, teacher, administrator and educational layman.

Mr. Shuaibu was also concerned with the methods school business personnel use here to select the best possible educational equipment.

The gentlemen discussed specific problems that education faces in their native lands.

"In Nigeria, there is a lack of adequate schools and teachers," while education, although free, is still not yet compulsory for all children, reported Mr. Shuaibu.

Successes in adult education have lowered the illiteracy percentage in Nigeria to 30 percent, he told us.

"Of course, another main problem is lack of equipment. We must import everything."

Lack of adequate schools and qualified teachers was one problem Tur-

Democracy in Detroit



Visitors from Turkey and Nigeria observed how American students learn democratic procedures. Above, Detroit public school student studies voting machine she will use some day.



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key shares with Nigeria [as with the United States and, it might be added, almost the rest of the world], Mr. Chakmakchioglu told us.

"Our main problem now is adult education, and what the role of the high school must be. Secondary schools must better serve the needs of many whose formal education will go no further."

All children from the ages of six to eleven attend public schools under a free, compulsory system, he reported. There is also a widespread, developing system of adult education through night schools.

He emphasized that the Turkish educational system is based firmly on the American concept of "learning by doing."

Both Nigeria and Turkey are making headway with the task of teacher preparation and recruitment, the visitors told us.

They concurred strongly on the value of films as audio-visual aids in the spread of ideas and learning, and expressed appreciations of American contributions to their countries in this field.

Mr. Chakmakchioglu called United States libraries in Turkey of "great help" to educators with their work.

The gentlemen felt that American schools do not tend to teach the "real things" about other nations.

"In one children's encyclopedia published in 1951, the only mention of Turkey is a picture of a man wearing a fez, which is now outlawed. This is not a true representation," Mr. Chakmakchioglu illustrated.

"Teachers should emphasize the similarities between all peoples, rather than the differences," Mr. Shuaibu added.

Mr. Chakmakchioglu told us he was translating into English a book of *New Turkish Poetry*, soon to be published in the United States.

Then he queried, "Aren't you going to ask about Russia? You know, we're right on the border, and there is much fear."

Thus, the conversation moved from education to other matters.

SE-431

feature for feature **LEAVITT'S THE BLEACHER**

- Safe • Comfortable
- Durable

Elevated Portable Steel Grandstand is designed to give maximum safety with all the advantages of an expensive stadium — at an economical cost.

Front row spectators are comfortably seated at an eye-level of approximately 7' above the ground. They can see over the heads of passers-by, which eliminates most distractions.

One of the most rigid, well-braced stands, LEAVITT'S durable Portable Steel Grandstand has been scientifically designed for portability, fast set-up and take-down. Its broad 4-foot wide front walkway gives ample access to convenient, gradually sloping downramps.

For all seating requirements, remember

LEAVITT for:

KNOCKDOWN PORTABLE WOOD BLEACHERS
PORTABLE STEEL GRANDSTANDS

ADD-A-SEAT PERMANENT STEEL STADIUMS
TELESCOPING BLEACHER—widely acclaimed as the best of its type.



This portable STEEL GRANDSTAND will seat your outdoor crowds safely and comfortably for many years.

Complete information available on request.

LEAVITT bleacher Co.

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Canton Senior High School, Canton, Ill.



Salem Avenue Elementary School, Hagerstown, Md.

comfortable...

Contour-curved seats and backs of Brunswick's stacking chairs set new standards of comfort in the classroom.

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Brunswick's Advanced Design offers a new flexibility-in-use. The endless variety of table and desk arrangements provides greater use of existing classroom space.

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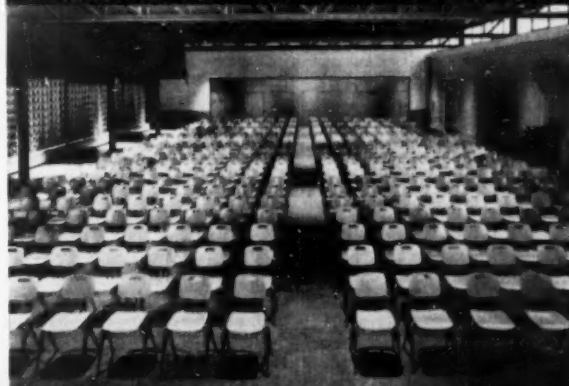
Now installed in schools everywhere, Brunswick School Furniture is available for *your* school.

See the complete line of **BRUNSWICK SCHOOL FURNITURE** at any of our 28 branch offices, or write

THE BRUNSWICK-BALKE-COLLENDER COMPANY
623 S. Wabash • Chicago 5, Ill.



Research Laboratory Classroom, Univ. of Mich., Ann Arbor, Mich.



Ramsey High School, St. Paul, Minn.



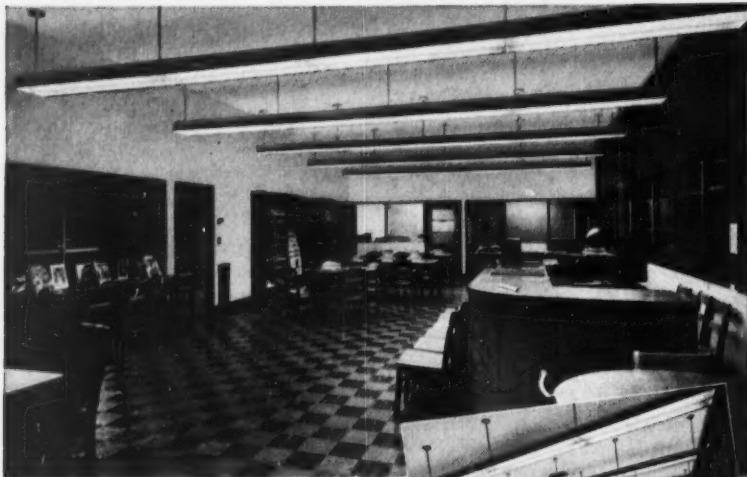
Keokuk High School, Keokuk, Ia.

Brunswick



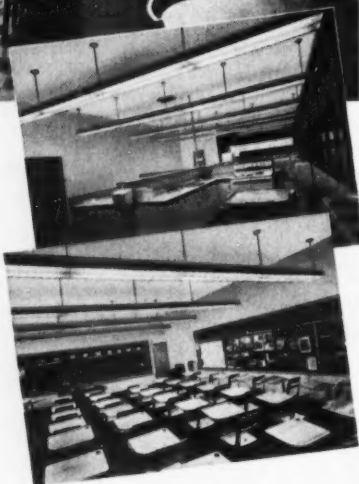
Southwest Elementary School, Evergreen Park, Ill.

Where Lighting Keeps Pace With MODERN SCHOOL PLANNING



New Sylvania IC Fluorescent Fixtures meet highest standards of new Thomas Jefferson Junior High School, Clairton, Penna.

Notice the soft, well-diffused light provided by these Sylvania IC Low-Brightness Fluorescent Fixtures in this modern classroom installation. Architect: Joseph Hoover, Hoover Bldg., Pittsburgh, Penna. Electrical Engineer: Elwood S. Towers, Investment Bldg., Pittsburgh.



In planning this handsome new junior high school, educational authorities, architects, and lighting engineers agreed that the new Sylvania IC Low-Brightness Fluorescent Fixtures met their strict requirements for uniform light distribution, quick easy installation, low maintenance, and attractive appearance. The 40-watt T-17 low-brightness lamps minimize reflected glare, and the excellent 42° crosswise shielding shields the lamps from direct view.

A letter from the Supervising Principal reads in part: "We at West Jefferson Hills Joint Schools are well pleased with the lighting performance of Sylvania's IC Fixtures. I am certain that these low-brightness units, with their removable side panels, will eliminate many of our maintenance problems and save us time and money through the years."

Let us give you full information concerning the many advantages of Sylvania's new line of IC Fluorescent Fixtures. For illustrated folder simply address Sylvania, Dept. 4X-4804, today!

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LIGHTING • RADIO • ELECTRONICS • TELEVISION

SPOTLIGHT

(Continued from page 95)

interested in jobs as directors and assistants, counselors, waterfront supervisors, program consultants and business managers available at scout camps throughout the country.

With the exception of camp directors who must be at least 25 years of age, applicants must be at least 21 years old, have sympathy with aims and philosophy of Girl Scouting, good health, interest in and enjoyment of camping, understanding of girls and ability to work well with others and adapt to camp living.

For further information, contact local Girl Scout council offices, or write Miss Fanchon Hamilton, Personnel Department, Girl Scouts of the U. S. A., 155 E. 44 St., New York 17, N. Y.

Salaries and positions depend on individual experience, personal qualifications and extent of training. All staff members participate in a basic pre-camp training session of about five days.

Cincinnati U. plans institutes, field problems, workshops

The Summer School of the University of Cincinnati has announced several workshops, field problem courses and institutes which may be of interest to administrators and educators.

These include workshops in educational theater, school building, maintenance, art education, language arts, education of the blind and in effective studying and reading.

Also included are field problems in modern business and an institute in social hygiene.

For more information write Dean, Summer School, University of Cincinnati, Cincinnati 21, Ohio.

Financial education group offers 330 summer scholarships

The Committee on Family Financial Security Education will make scholarships available for the fifth consecutive summer to over 330 high school teachers and other educators for financial education courses at

1,584,000 feet of film and...

**no
sign
of wear!**



*New Filmosound Specialist
with Sapphire jewel parts
cuts maintenance costs!*

Television station WSPD-TV in Toledo, Ohio, started using the heavy-duty Filmosound Specialist 16mm recording projector on November 6, 1952. Twenty-four weeks later—after 1,584,000 feet of film had been shown with this Specialist—Bell & Howell examined it to detect any signs of wear. Even under a magnifying glass not a single worn spot was visible on the critical film-handling parts!

Wear on the critical parts (shuttle, guide rail, and film tension clips) of a projector causes picture unsteadiness and costly maintenance. But the sapphire jewels in the Filmosound Specialist protect these critical parts... ensure clear, easy-to-watch movies... give the Specialist 400% longer life than an ordinary projector!

To meet your particular 16mm projection needs, many more exclusive features may be added to the basic unit. Filmosound Specialists are sold exclusively by your Bell & Howell Special Representative. Mail coupon for full information.

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makers of the world's finest motion picture equipment

Filmosound Specialists are available in both standard sound and magnetic recording models.



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Please send me, without cost or obligation, complete information on the Filmosound Specialist and the name of my Bell & Howell Special Representative.

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KYS-ITE molded plastic trays have up to 5 times the strength of ordinary plastics



Practically indestructible and quiet, these lightweight, easy-to-handle trays are used by more and more of the country's leading schools and colleges. Kys-ite trays won't shatter; they're tough to chip or damage with even the roughest handling. Their smooth, hard finish is mar and scratch-resistant . . . and so easy to clean! Can be sterilized indefinitely without dimming their lustrous red or brown colors or warping. Available in 10 sizes.

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KYS-ITE MOLDED PLASTIC TABLEWARE



50TH ANNIVERSARY 1903 • 1953

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Please send me further information on
☐ Kys-ite Tableware ☐ Kys-ite Trays
NAME.....TITLE.....
NAME OF SCHOOL.....
ADDRESS.....
CITY.....ZONE.....STATE.....
MY WHOLESALER IS.....

SPOTLIGHT

eight American universities.

These scholarships, awarded by sponsoring universities through grant from the Institute of Life Insurance, are presented to qualified educators to encourage better teaching of money management and financial security in schools and colleges.

Each university will follow its own program and curriculum. All of them will offer lectures and discussion periods with extensive laboratory work. Participants successfully completing these courses will receive academic credits towards graduate degrees.

A limited number of scholarships are available at each workshop to teams from individual school systems, perhaps consisting of a few classroom teachers, a supervisor, and a principal and/or superintendent.

Information on the workshops may be obtained from R. Wilfred Kelsey, secretary, Committee on Family Financial Security Education, 483 Madison Ave., New York 22.

According to Herold C. Hunt, Eliot professor of education, Harvard University, and head of the sponsoring committee of educators, over 1,000 teachers and educators have participated in former workshops and resulting in-service-training programs sponsored by various city school systems.

News Notes . . .

Five architectural firms were honored on the opening day of this year's AASA convention for their achievements in creating, in the judgment of five experts in the field, the outstanding school designs which last year saw translation into steel, wood, bricks and mortar.

These were the top winners in THE SCHOOL EXECUTIVE's third annual Competition for Better School Design (see March issue, p. 43) which the panel of judges had picked from 139 entries.

Before a gathering of several hundred conventionnaires, AASA President Jordan L. Larson and four past-

AN-DU-SEPTIC[®] White Dustless Crayon Amazes Teachers!



**It Erases Completely
Even Cleans Ghost Marks
Left by Other Chalks**

They've never seen anything else like it, teachers say. Marks made with AN-DU-SEPTIC Crayon come off completely on the eraser. The board is left entirely clean, with none of the usual dusty film and ghost lines. What's even more remarkable, wiping off marks made with AN-DU-SEPTIC Crayon actually cleans the board from marks left by other chalks!

Other exclusive advantages:

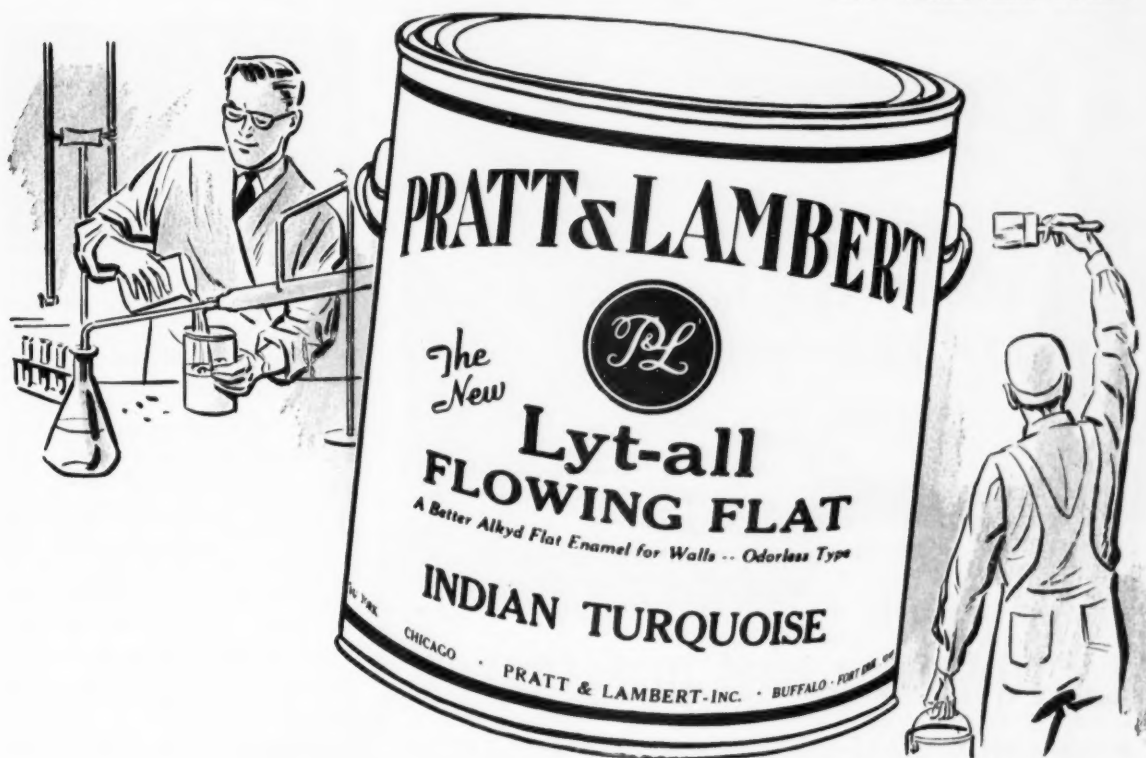
AN-DU-SEPTIC is dustless, gritless. Makes cleaner, sharper marks that are more easily seen from a distance. Outwears other chalks. Works equally well on all types of composition board. Comes in round, square and hexagonal shapes.

BINNEY & SMITH INC.
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635 Formulas Were Tested

to Bring Maintenance Executives
this Better Alkyd Flat Enamel

for Walls and Trim



To find the formula that would best give you the dependable quality—the durability, scrubability, ease of application, freedom from painty odor and other desirable properties you want for maintenance painting, 635 formulas were developed and tested, both in the laboratory and on actual jobs, to produce Pratt & Lambert *New Lyt-all Flowing Flat*, white and colors.

Hundreds of hospitals, schools and similar large users have already tried it and reported enthusiastically on their experiences. Here are the reasons:

TRULY SCRUBBABLE — Gives you the economy of more washings between paint jobs.

EASY APPLICATION — Rolls or brushes on without pull and drag — producing an exceptionally smooth finish without streaks or laps.

EXCELLENT HIDING — One coat usually covers previously-painted surfaces. On new work, two coats give perfect results without priming.

FREE FROM OBJECTIONABLE ODOR — both during painting and afterwards. Use a room as soon as it's dry — a matter of just a few hours.

SUITABLE FOR ANY WALLS AND TRIM — Equally effective on cinder blocks, wood, metal, dry wall, plaster and all similar surfaces — and on adjacent trim of wood or metal.

BEAUTIFUL COLORS — 24 ready-to-use, de luxe, Calibrated colors and white.

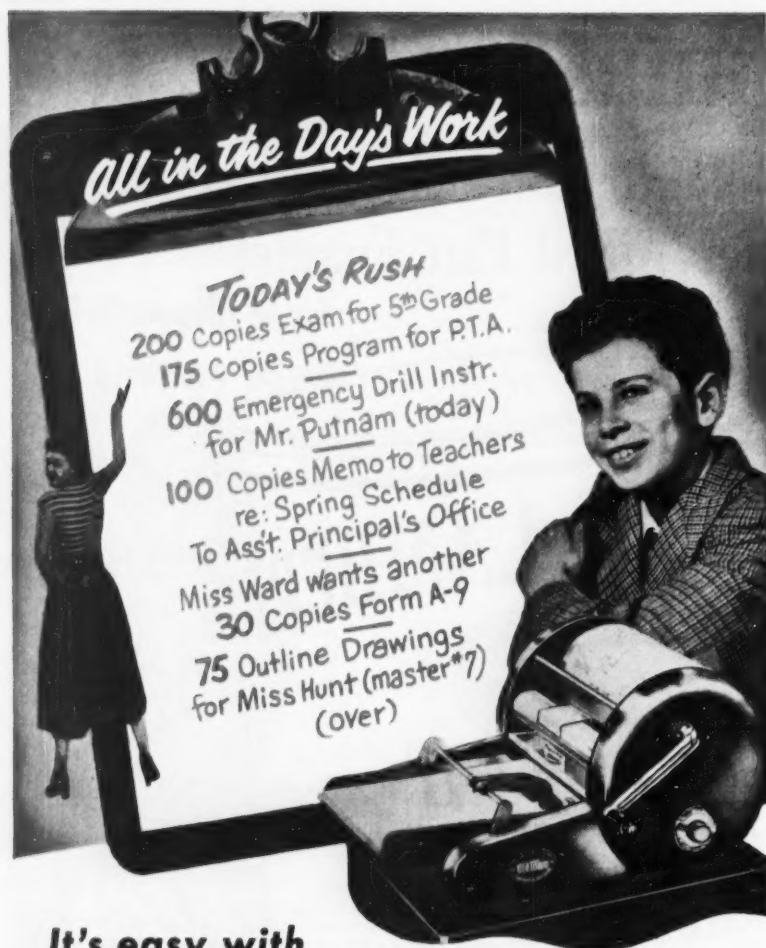
Pratt & Lambert *New Lyt-all Flowing Flat* is not a rubber-base or water-thinned paint. It's your better Alkyd Flat Enamel for walls and adjacent trim — the newest product in the line of fine Pratt & Lambert Paints and Varnishes which are the result of 105 years of manufacturing experience and continuous, scientific research.

And as with all Pratt & Lambert products, the covering capacity, long-life and moderate price of *New Lyt-all Flowing Flat* spell true maintenance economy. Try it! You'll like it!

PRATT & LAMBERT, Inc.

A Dependable Name in Paint Since 1849

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It's easy with OLD TOWN'S *Inkless* DUPLICATOR especially designed for SCHOOL USE

It's amazing how you can cut hours of duplicating work to minutes. If you need copies of *anything*, check OLD TOWN *Inkless* Duplicators.

FAST—Perfect facsimiles, faster than a copy a second.

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EASY—So simple and automatic, anyone can operate.

BRILLIANT—Unmatched legibility of copies, from 1 to 6 colors printed at once.

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ECONOMICAL—The least expensive method. Low in first cost, cost of operation and cost of maintenance. Built to last—at a price schools can afford.

Get the complete facts on the many advantages of an OLD TOWN Model 9S *Inkless* DUPLICATOR. It can mean time and money saved NOW. Mail coupon TODAY!

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presidents presented bronze plaques to: John Carl Warnecke, San Francisco; Caudill, Rowlett, Scott & Associates, Bryan, Texas; Leinweber, Yamasaki & Hellmuth, Detroit; John Lyon Reid, San Francisco; A. G. Odell, Jr. & Associates, Charlotte, N. C.

Commenting on the competition which he had helped to judge, Architect Lawrence Perkins told the group



Two winners hold plaques, friends look on. (l. to r.) Supt. Kenneth Forry, Fairfax, Calif.; Reid; Perkins; Asst. Supt. Ray Shearer, Rochester, N. Y.; Warnecke.

that the designs by each of these architects had shown a sensitive approach to environmental values.

Walter D. Cocking, editor of THE SCHOOL EXECUTIVE, announced the 20 other architectural firms whose entries had been cited for honorable and special mention. At the program's conclusion these winning designs were unveiled and displayed in the magazine's booth.

American schools and colleges must receive more financial support at once if they are to continue to perform their tasks successfully, urges a report of a special educational committee of the National Association of Manufacturers.

This We Believe About Education lists areas of agreement between industry and education on particular issues such as Federal aid, attacks on public schools, loyalty investigations by legislative committees and academic freedom.

Industry puts itself on the side of higher teacher salaries and the right of teachers to discuss controversial issues without fear.

Also urged is an alliance or partnership between education and industry in working for better schools.

(Continued on page 122)

Low-cost, effortless floor cleaning...

WITHOUT PROFESSIONAL HELP!

REGINA

MODEL A — 16 INCH



FLOOR MACHINE

Designed Especially For

Institutions
Industrial Plants
Offices
Schools
Hospitals
Stores
Hotels
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Larger Homes



SCRUBS • WAXES POLISHES • BUFFS • SANDS* REFINISHES*

It's big! It's powerful! Yet the Regina Model A can be operated quickly and easily...*without professional help!* Light enough in weight to carry comfortably...ideal where the cost of a heavier machine isn't justified.

- ½ H.P. Universal motor — precision balanced to assure quiet, equalized operation
- Two 8-inch brushes cover 16 inches of floor space at once
- Portable — has convenient built-in hand grip for carrying up and down stairs
- Modern flow-line design

Retail list:

\$129⁵⁰

Including: 2 all-purpose brushes
2 reversible buffing pads
2 reversible steel wool pads
*Sanding Kit Extra Equipment

Act Now!

Mail this coupon for complete information on the REGINA Model A Floor Machine.

THE REGINA CORPORATION • Rahway 45, N. J.

Please send me:

- ☐ Name and address of distributor in my territory.
- ☐ Free descriptive material on the REGINA Model A Floor Machine.

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COMPANY _____

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In Canada: Switson Industries, Ltd., Welland, Ontario

Snyder

• portable
• sectional
• permanent

STEEL BLEACHERS

All Snyder grandstands and bleachers, with the exception of seatboards and footboards, are built throughout of structural steel, making Snyder Steel Stands Safer.

Ease in installation, fabricated for long usage, and designed so that additional sections can be added, or moved about, makes Snyder Steel Stands Economical. So for Safety and Economy, specify Snyder Steel Stands or Bleachers. Our engineers will gladly help in planning your next installation.



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SE-445

IT'S STILL EASIER READING ON SLATE



Yes . . . and slate is still the best, most economical chalkboard investment. Superior visibility, dependability, excellent writing qualities, low maintenance cost, attention attraction, and ability to harmonize with any color scheme . . . are yours *only* in NATURAL SLATE.

FOR FURTHER INFORMATION, WRITE FOR:

1. "The ABC's of Chalkboard Selection, Use and Care". (Informative 65 page Booklet)
2. "Slate Chalkboards are Modern Too".
3. "Slate Chalkboards Provide Eye Ease".
4. Personal assistance with your chalkboard selection. No obligation, of course.

Use slate, too, for:

roofing
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sinks

window sills
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shower compartments
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toilet stalls
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PENNSYLVANIA SLATE PRODUCERS GUILD, INC.
205 REALTY BLDG. PEN ARGYL, PENNA.

"500 Million Years In The Making — Natural Slate"



SPOTLIGHT

Educational leaders predicted that *This We Believe About Education* would help bring about closer working relationships between community and school.

"It is incumbent on industry to exercise leadership in finding the ways to provide support" for schools and colleges "now and for many years to come," the report declares.

The report urged that attacks on a teacher "because of his ideological convictions (short of advocacy of the over-throw of the Government) . . . should not be supported or condoned."

"But *bona fide* attempts, based on reasonable evidence, to show that a particular teacher is taking advantage of his position to preach a social philosophy opposed by his local community or by the group his institution serves, rather than to teach about it objectively, are to be considered judicially and not construed or distorted as attacks, either on academic freedom or on the whole American educational system."

Businessmen were asked to insist upon proof of accusations against the educational profession on questions of subversion and curriculum. They should take the initiative in restoring calm appraisal and good sense "whenever storms appear which consist primarily of sound and fury."

Chairman of the NAM committee which organized the study with the organization's educational advisory council was Robert H. W. Welch, Jr., Cambridge, Mass. Writing in the forward to the report, he said:

"It is hoped that this effort will be received by both industrialists and educators in the spirit of tolerant goodwill in which it was conscientiously prepared."

Eight girls and thirty-two boys have been designated as Washington Trip winners in the Science Clubs of America's thirteenth annual science talent search.

From their ranks, two students will be awarded the \$2,800 and \$2,000 Westinghouse Grand Science

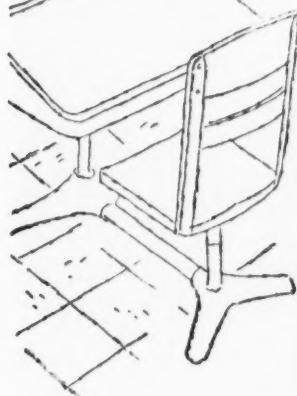
Modern • Outstanding



Functional Seating

BUILT TO THE PUPIL'S NEED

From the first plan through the finished product, the basic design of this outstanding Sterling seating is the pupil's need. Strength, durability, stability, practicability, beauty — all important as they are, come after the pupil has first been served.



DEALERS

Increased production of all Beckley-Cardy Seating makes additional dealerships available. Write us now.

Sterling Functional Desks thus are built big enough for children to grow in. Compare the wider and deeper seats and the generous backrails, curved and formed to support growing youth backs properly and in comfort. Oversize writing tops provide more than adequate working surfaces and larger, roomier all-steel book boxes hold all books and classroom tools with room to spare.

You, too, can make your first thought the pupil's need. If you are planning on refurnishing a room or outfitting a new school, you should get the details on Sterling D7000 desks at once. Write today and ask for Catalog 534.

BECKLEY-CARDY COMPANY

1632 INDIANA AVENUE
CHICAGO 16, ILLINOIS

Why did ALTON (Ill.) Senior High School install NATIONAL HAND DRYERS?



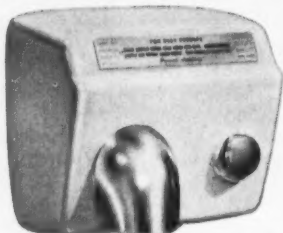
Seven months of test with 14 National Hand Dryers produced savings of \$116.25 per month over roll type paper towels after deducting cost of electricity.

Dryers were "Maintenance free despite the rough treatment given them by some of the students."

National Hand Dryers eliminate cost of towels, storing of towels, filling cabinets, disposing of towels, cleaning washrooms, plumbing service.

Secure improved sanitation

Impartial tests conducted by the U.S. Health Service prove conclusively that National Hand Drying is far more sanitary than hand drying by any other method. Ask for complete Public Health Report.



**...dries hands completely
dry in 20 seconds!**

Do you really know how much your washroom service is costing you? Save 85c out of every \$1 you are now spending for washroom maintenance. Fill in coupon and attach to company letterhead for complete information.

NATIONAL DRYER SALES CORPORATION
616 West Adams Street, Chicago 6, Illinois

Send me the facts. Cost comparison of towels vs. National Hand Dryers, Public Health Service Report and descriptive literature.

Name _____ Title _____
Company _____
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ME-6 (4)

SPOTLIGHT

Scholarships, with a total of \$1,000 in additional scholarships awarded other winners.

The trip winners are fifteen through seventeen years old, and were selected from among 16,344 contestants in the annual science talent search to spend a week in Washington, expenses paid.

The 40 top winners and 260 others who received Honorable Mention awards completed their entries by taking science aptitude examination, obtaining recommendations and writing a report on *My Scientific Project*.

Science Clubs of America conducts the annual talent search for Westinghouse Science Scholarships.

A fund of \$238,500 to advance the teaching of science in universities and colleges was announced early this year by the Du Pont Company, Wilmington, Del.

In recognition of the need many colleges and universities have expressed for special assistance in the development of science teaching, Du Pont has made this the largest single part of its aid-to-education program, which also provides grants for fundamental research and post-graduate fellowships.

There are four separate plans in the new development: \$100,000 to advance chemistry teaching in colleges; \$73,000 for post-graduate teaching fellowships in chemistry; \$25,500 for summer research grants to chemistry teachers in universities; and \$40,000 for fellowships in master's degree training of high school science and mathematics teachers.

Du Pont is making the new awards to selected institutions and leaving decisions on detailed use of the funds up to them.

The New York State Association for Supervision and Curriculum Development will hold its annual conference at the Lake Placid Club, Lake Placid, N. Y., on May 9 through 11.

Keynote speaker will be John Mason, president, Foreign Policy



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Baker Scaffolds fit every job... whether it be for cleaning or painting classrooms and corridors or for high overhead work in the gymnasium or auditorium. Stairways or uneven floor surfaces present no problem because Baker Scaffolds are fully adjustable every three inches... men are placed at the proper heights for more efficient and safer working. Because of the absence of "X-bracing", they easily span desks and equipment. Hundreds of schools, colleges and universities from coast to coast have found Baker Scaffolds to be the answer to their off-the-floor housekeeping and maintenance problems.

Listed under Reexamination Service, Underwriters Laboratories, Inc.

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OFF-THE-FLOOR
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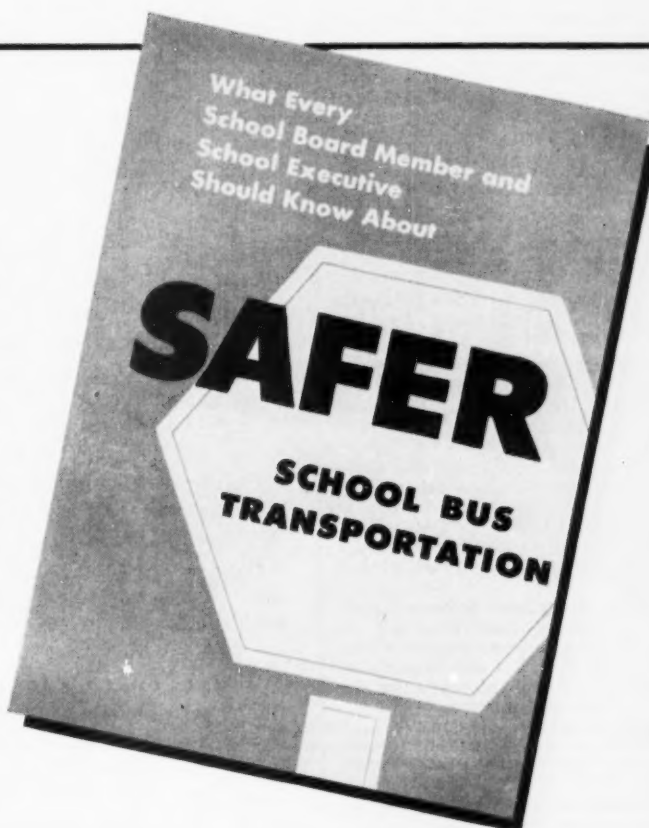
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*may we mail you this
handy, helpful booklet?*

Many officials sharing the responsibilities of purchasing school equipment are faced with the dilemma of being experts in scores of fields—from desks to drawing boards from blackboards to buses. If yours is this same case, this booklet is designed for you . . . to help you form your purchasing decisions in one specialized and vital field—school bus braking. We feel the information contained in its pages will aid you in providing your students with the safety and security they may now be missing.



THE BEST BRAKE IS AIR . . .
THE BEST AIR BRAKE IS . . .

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BENDIX-WESTINGHOUSE AUTOMOTIVE AIR BRAKE COMPANY
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FILL IN THE COUPON AND MAIL TODAY!

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Gentlemen: Please mail me without obligation your free informative booklet concerning safer school bus transportation.

Name _____

Title _____ Name of School _____

Address _____

City _____ State _____



Identified by the BLUE FIBERGLAS BACK

How a 'Sexauer' Easy-Tite faucet washer costing pennies can save you \$115.22 a year!

A tiny, 1/32" faucet leak wastes 95,040 gallons—\$24.14* worth—of water yearly.

Hot water leakage is even costlier . . . Fuel waste adds upward to \$91.08** more to the loss. Total down the drain: \$115.22.

And this is the dollar loss caused by only one pinpoint leak!

| Fuel Waste | Water Waste | Total Waste |
|-----------------------------|-------------|-------------|
| Oil (792 gals.) **\$91.08 | \$24.14 | \$115.22 |
| Coal (9,879 lbs.) \$8.91 | 24.14 | 113.05 |
| Gas (\$4.41 cu. ft.) \$4.81 | 24.14 | 108.95 |

*Water costs figured at \$1.00 for 1,000 cu. ft.; authorized by Hackensack Water Co. **Fuel costs authorized by American Gas Association.

Save money; cut costs; stop leaks with dependable 'Sexauer' Easy-Tite faucet washers.

Built like a tire with Fiberglass reinforcement

Easy-Tite faucet washers are made of a special du Pont product, instead of rubber, and reinforced with Fiberglass. The result is a washer that resists the closing squeeze that splits and mushes ordinary washers. And Easy-Tites withstand destructive heat (up to 300° F. by test). These features explain why 'Sexauer' Easy-Tites outwear ordinary faucet washers 6 to 1!

By avoiding labor on those 5 additional repairs, Easy-Tites cut today's high maintenance costs 83 1/2%! But Easy-Tites not only save water, fuel, labor; they also prolong the life of expensive fixtures.

FREE CATALOG Easy-Tite faucet washers are just part of the line of over 3000 'Sexauer' Triple-Wear plumbing repairs parts and patented precision tools.

Get complete information on Easy-Tites and other cost-cutting 'Sexauer' materials. Send for our FREE, new, 118 page Catalog H. Fill in and mail the coupon today.



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WORLD'S LEADING SPECIALISTS IN
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SPOTLIGHT

Association. Other major addresses will be presented by Frederick Bair, administrator of the New York State Committee Against Discrimination and James Spinning, superintendent of schools, Rochester.

J. Cayce Morrison, New York City director of education and adjustment of Puerto Ricans, and formerly director of educational research in the education department, will be honored for his service to the field of education.

Eight discussion groups will review topics related to all major areas of teaching, supervision and administration in the fields of elementary, secondary and higher education.

George D. Stoddard, former president of the University of Illinois, is now serving as chairman of the directing committee of New York University's Self Study. Two questions which the study, conducted by grant from the Carnegie Corporations, will try to answer are:

- How can a large, complex, urban university best serve the individual student, both within and outside the classroom?
- How can such a university best serve its community in research, adult education and civic enterprise?

A series of grants for institutional self-surveys of sixteen colleges and universities was announced recently by Clarence H. Faust, president of the Fund for the Advancement of Education. The self-surveys are aimed at evaluation of the institutions' liberal education programs. The funds granted will enable the colleges to secure consultants, and free some faculty members from normal duties while they review purposes, appraise present programs and plan improvements.

A national fellowship program for high school teachers in public schools throughout the United States is also being planned by the Fund for the Advancement of Education, Dr. Faust announced. The

\$1000 ROOF SAVED



AT LOW COST...

Repeated hot applications failed to prevent roof cracks at the Middlesex County Vocational School, New Brunswick, New Jersey, and school officials did not favor removal and replacement of the roof mat, estimated to cost \$1000.

TREMCO MAN EXPERIENCE...

backed by a quarter century of skill and knowledge, made effective results possible at low cost. In this case, the Tremco Man planned the economical roof saving program. There is a Tremco Man like him near you.

CRACKED ROOF PROBLEM SOLVED



The Tremco Man's recommendations provided a smooth, uniform, crack-free surface—preserving the value of the old roof. He made available, on a low cost rental basis, the Tremco Roof Pump, which delivers roof materials from the ground to the point of application on the roof, saving time and labor. Talk over your roof problems with the Tremco Man. His careful inspection and recommendations are yours without obligation. The Tremco Manufacturing Co., Cleveland, Ohio or The Tremco Manufacturing Co., (Canada) Ltd., Toronto, Ont.

TREMCO

PRODUCTS AND METHODS
FOR BUILDING MAINTENANCE

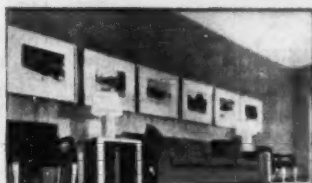
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Bring your wall problems to

"WALL CENTER, U. S. A."



1. Kalistron A transparent vinyl "coat of armor" shields this rich wall covering . . . its color is fused to the underside. Virtually impervious to scratches, scuffs, stains, roughhouse. A damp cloth cleans it. 33 colors. Marvelous Kalistron adhesive prevents open seams. Ideal wherever traffic is heavy. Also made in matching upholstery grades.



2. Flexwood Genuine wood panelling in flexible form. Hence, you can curve it, wrap it around posts, get stunning matched grain effects over wide areas. Meets fire code requirements. Over 1.7 million feet installed in 1953. Every installation guaranteed. Widely used in banks, offices, public rooms, etc., for new construction and alteration jobs.



3. Kalitex Gives more protection than any other wall covering at anything like the price. Made much like Kalistron, with the same vinyl-protected beauty. Low in cost, yet its luxurious rough textured pattern is distinctive. Combines relatively low cost with great beauty and durability. Superb in hospitals, hotels, public buildings, etc.



4. Randomwood Similar to Flexwood except the shading of the wood varies, giving an interesting "random" effect. Use it where imagination is high but budget is low. May be hung by any good mechanic. Effective for a whole room or a dramatic single wall, in homes, small offices, anywhere. First cost is last cost for years.

Where there's a wall . . . there's a way to cover it at the wall covering division of United States Plywood Corporation. Here, at "Wall Center, U. S. A.," you will find answers to your most challenging wall questions. As, for example:

How can I achieve the beauty and richness of genuine wood on curving walls and rounded pillars?

How, in hospital and hotel rooms, can I avoid frequent paint jobs and high maintenance costs?

How can I cover a corridor wall that must stand up to scratches, scrapes, collisions?

How can I give a low-budget living room or office the distinction of wood-panelling?

The answers, supplied by the products described here, are yours at "Wall Center, U. S. A." Read about them. Then send coupon below for additional information.

United States Plywood Corporation
World's Largest Plywood Organization
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FOLDING CHAIRS ARE

strongest...last longest!

There's a Samsonite folding chair or table for every school need...whether you want to convert the lunch room to a meeting hall in minutes, or just want comfortable seating in classrooms. Samsonite's longer service means long-run economy.

**Only Samsonite gives you
ALL THESE EXTRAS
AT NO EXTRA COST!**

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NEW SAMSONITE FOLDING TABLET-ARM CHAIR. Will take "classroom punishment" for years—5 ply hardwood tablet-arm is one-half inch thick, folds easily with chair. Model #2625.



SAMSONITE ALL-STEEL FOLDING CHAIR. Ideal for meeting rooms, extra-curricular groups, also economical for extra classroom seating. Easy to set-up, fold, stack and store. America's *strongest*, most popular folding chair. Model #2600.



WRITE FOR A SAMPLE CHAIR on your letterhead. Try it, test it, see how this Samsonite all-steel folding chair stands up. No obligation.



LOOK FOR THIS SEAL on the back of your folding chairs. It identifies a *genuine* Samsonite chair.

Special Quantity Prices from your Samsonite Distributor; or write for further information directly to the factory.

SHWAYDER BROS., INC., PUBLIC SEATING DIVISION, DEPT. 6D, DETROIT 29, MICHIGAN
Also makers of famous Samsonite Luggage and Card Tables and Chairs for the home

SPOTLIGHT

program will permit award recipients to devote a year's activities toward extending their liberal education and teaching abilities.

Those eligible are high school classroom teachers not more than 50 year old, with at least three years of teaching experience.

Detroit's annual report on its public schools by Superintendent Arthur Dondineau was recently published in a 320-page, two color booklet titled *This We Teach*.

Attractively illustrated with simple-form red line drawings, it contains chapters on all educational levels in-



This line drawing is one of those reproduced in red in "*This We Teach*," annual Detroit school report.

cluding adult education, civil defense, financial sources and expenditures and objectives of the schools in the coming years.

Copies were mailed to the homes of many school children, to local clergymen and to professional men for addition to their reception room magazine racks.

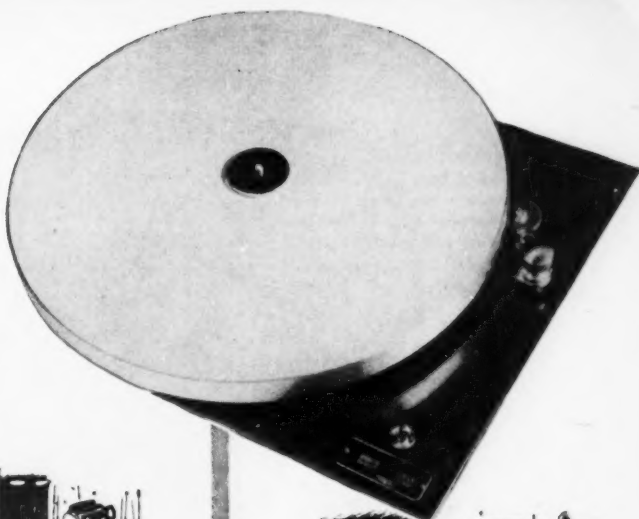
The report is available without charge through the Board of Education, Department of Information Service, Detroit.

A new teacher recruitment and training program being inaugurated by the San Diego, Calif., Schools will draw college graduates who do not hold teaching credentials into a paid internship training program in the classroom while they are completing college requirements for their credentials.

The board of education, in approving the plan, felt it offered an opportunity to attract well-educated,

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for Existing sound systems in schools and colleges



for Better sound reproduction with slide or strip film showings



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Here's a quiet, rumble-free, really accurate turntable with the built-in stamina to stand up under the roughest classroom use. Where the most exacting reproduction standards and precise turntable speed accuracy are desired, the Presto 15-G is miles ahead of ordinary phonograph equipment.

The 12" table is heavily made of cast aluminum, solid, long-lasting. The mechanism is constructed like expensive broadcast-type units. It affords instant selection of three speeds — 78, 33 $\frac{1}{3}$, and 45 rpm.

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PARAMUS, NEW JERSEY

Export Division: 25 Warren Street, New York 7, N. Y.
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Educators acclaim the Presto 15-G America's finest high fidelity turntable. Yet the price is comfortably within the limits of any school budget — \$53.50.

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Please send full information on your 15-G Turntable.

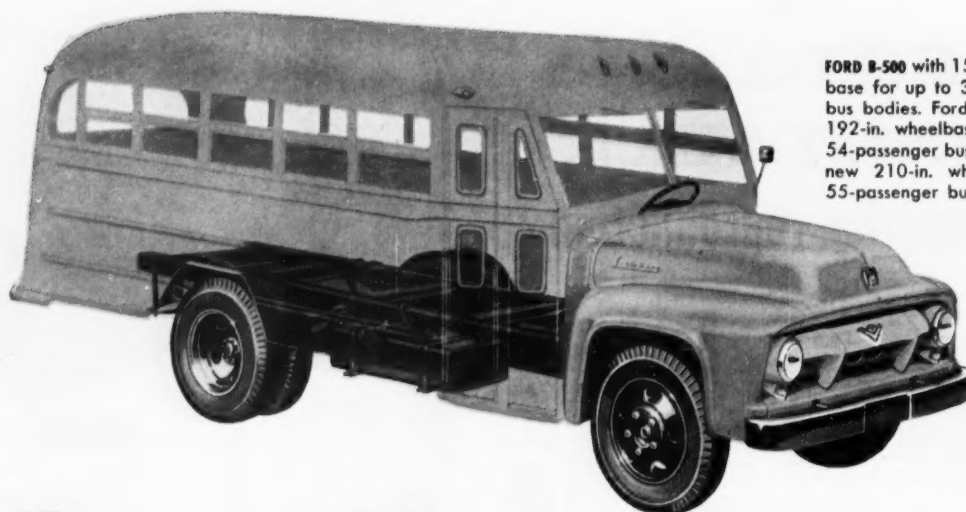
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To carry 36 passengers

SERIES B-700 has 233-in. wheelbase for 61-passenger bus bodies. Series B-750, with 233-in. wheelbase for 61-passenger bodies, offers new Power Steering optional at worthwhile extra cost, to reduce steering effort up to 75%.



...or 61!

**FORD offers a range of 5 new safety-tested School Bus Chassis—
4 new engines—to meet your school's requirements economically!**

There's no need to compromise safety with economy. All Ford School Bus Safety Chassis are tested under conditions far more hazardous than normal . . . they exceed all safety requirements of the National Education Association.

And so, with five chassis and four engines to choose from, you can pick the one right unit with power and capacity designed to carry your children with economy *and* safety.

See your Ford dealer. Let him help you pick the safety chassis and engine most economical for you. He can advise you on bodies, too.

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Please send me your latest literature on the new Ford School Bus Safety Chassis for '54.

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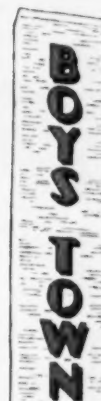
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Adjustrite Typing Tables are engineered to resist the vibration of modern typewriters and business machines. Heavy 1½" by 16 gauge tubular steel is electrically welded forming one-piece frame of life-time durability. Exclusive arched design and U-bar bracing prevents leg wobble. Easy to keep clean, no dirt-catching corners. No sharp, square edges, all rounded. Wire book tray available.

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enable teacher to demonstrate and student to practice proper posture as presented in text book. Each student adjusts position of seat and backrest quickly, easily, quietly and without tools or screws. Ten-year guarantee.



INSTRUCTORS TABLE

No Tip Design

Permits Stand-Up Instruction. Made in three heights: — 40", 44" and 48". Eliminates strain of bending or stooping. Equipped with casters, two with brakes. Top is 18" x 18" with two 9" x 18" drop leaves. VIBREX top.

Try an Adjustrite Combination in your classroom for 30 days — No obligation.

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mature persons from a hitherto untapped community resource — the reservoir of men and women college graduates who hold non-teaching bachelor of arts degrees. They will be recruited for earn-while-they-learn assignments as elementary school teachers, in a step to counter the teacher shortage.

Director of Personnel Frank G. Tait said applicants must be established residents of the metropolitan San Diego area, and meet the regular standards for city school employment, and also the regular admission requirements of the San Diego State College teacher-education program in which they will be enrolled.

Twenty-eight candidates for elementary teaching positions will be selected this spring, after careful screening, Tait said.

The plan is being sponsored jointly by the school district and San Diego State College. Each has bud-

geted an initial contribution of \$10,000 to finance organization and operation.

The training program will be guided by a joint advisory committee representing the city schools and State College. Members are Mr. Tait and Assistant Superintendents George V. Hall and Mrs. Martha McIntosh, representing the city schools; and Richard Madden, Morrow Stough and Manfred Schrupp, from the college.

Maurice F. Seay will join the W. K. Kellogg Foundation after May 1 as director of its division of education.

The chairman of the department of education at the University of Chicago since 1950 will work with Robert G. VanDuyn, the Foundation's associate educational director since 1949, also a former Chicago faculty member.

Kellogg Foundation provides financial and other assistance to the Cooperative Program in Educational

No. 5 in a series



Adds new dimensions to crowded lunch rooms

SICO B-Y table and bench service gives extra space by using less room to seat more people *comfortably*. Beautiful SICO B-Y units seat 16 adults or up to 24 children in only 51 sq. ft.!

In addition, more valuable space is saved

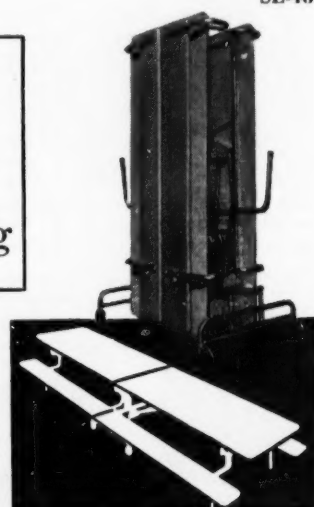
Because SICO B-Y benches cannot be pushed back to obstruct aisles. These two SICO qualities add "new dimensions"

to crowded lunch rooms, increasing seating capacity up to 33%! Not wall mounted—more spacious windows are permitted, extending the room to the world beyond—result—happier children and a more orderly lunch program. Easy rolling, quality constructed SICO B-Y units are so perfectly designed a child can fold and unfold them safely!

For complete details about SICO B-Y units—or other space-saving SICO rolling and folding tables—see your SICO distributor or write to



inc. 6045 Pillsbury Ave. S., Minneapolis 19, Minn.



SE-464

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REALLY "GET AROUND" for EFFORTLESS, SPEEDY SCHOOL CLEANING

These are the famous Tornado Twins of modern school cleaning that are changing everyone's ideas. They're ready to show you how your school cleaning from floor to ceiling can be done faster and better.

Twin No. 1. The Tornado school cleaner picks up dirt or liquids at speeds above 300 m.p.h. With attachments it becomes a shoulder-type vacuum, a blower-sweeper, a portable electric blower or a powerful insecticide spray.

Twin No. 2. The new Tornado Floor Machine scrubs, burnishes, polishes or sands with speed and ease. It makes possible bright, new-looking floors that last longer under the hardest wear.

We'll be glad to send the Tornado Twins to call on you. Just write and tell us when and where you would like the demonstration.

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TORNADO FLOOR MACHINE BULLETIN 619



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The New Victor...

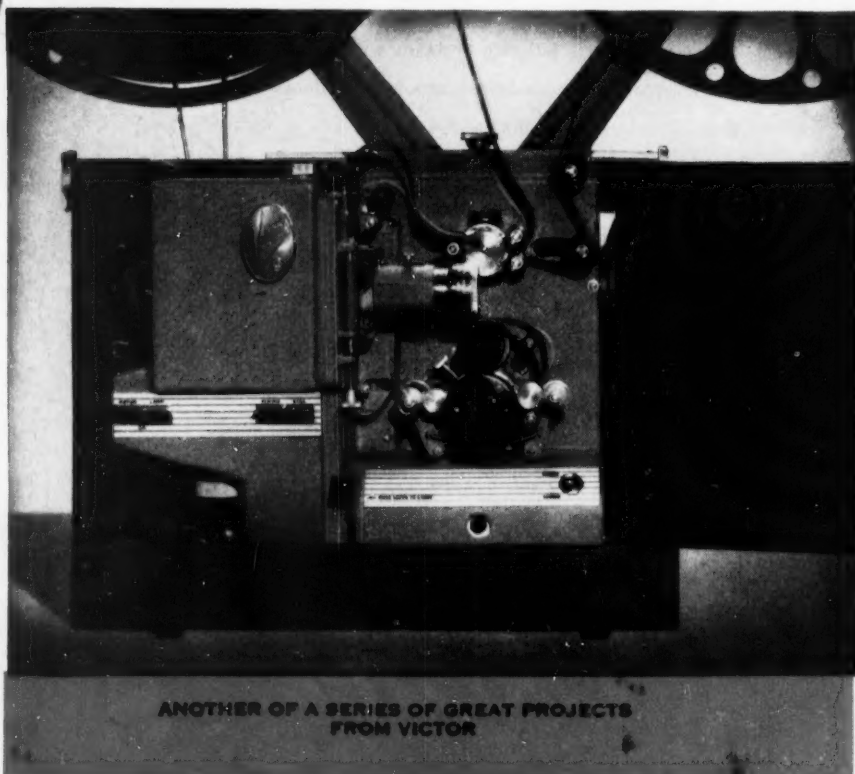
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IT'S EASY AS**

It's an open-and-shut case—the new Victor *is efficient and beautiful*. Fashioned in Forest Green plastic fabric, trimmed with satin chrome. When you use your beautiful new Victor, it gives you a lift.

Superb Sound and Picture Quality—Always!

3 models—one for every audience and budget.

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for small audiences
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for medium-sized audiences
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for large audiences



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3-Spot Safety Film Trips
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Quality Motion Picture Equipment Since 1910

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LUBRIMATIC OIL SYSTEM —
Reservoir for controlled
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NEW

**AIR-CONDITIONED LAMP
ENCLOSURE —** 20% cooler for
longer lamp life.

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56% more light on
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NEW

**COMPENSATING FILM SHOES
OF STAINLESS STEEL —**
Automatically adjust to varying
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NEW

SAPPHIRE-TIPPED PAWLS —
For indefinite durability.

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AIR-CONDITIONED FILM GATE —
17% cooler for longer film life.

NEW

FLAT FIELD LENS — For outstand-
ing sharp-to-the-corner picture clarity.

SPOTLIGHT

Administration, to several Canadian programs and projects and to various continuing education programs.

A longtime member of the advisory editorial board of *THE SCHOOL EXECUTIVE*, Dr. Seay will fill a vacancy created when Dr. Hugh Masters recently became director of continuing education at the University of Ga.

Starting his education career as high school principal, and later as superintendent of schools, he has served as dean of Union College and of the University of Kentucky. He became chairman of the department of education at the University of Chicago following service as a department professor.

Dr. Seay has made numerous educational and governmental surveys, and served as member of Kellogg Foundation's advisory committee on

education from 1944 to 1948. He is the author of many books in education.

The Massachusetts State School Building Assistance Commission recently approved state payments totalling \$343,218 to help pay for sixteen new school buildings in twelve cities and towns and one regional school district.

Of this amount, \$288,095 represents the first payments on seven school construction projects valued at \$5,609,329. The total state share of this cost will be \$2,794,062. Subsequent payments will be made yearly as local communities pay off their school building bonds.

A group of leading educators from India, Great Britain and Finland have recently completed a one-month cross-country tour of American educational institutions, reports the Institute of International Education. The team is on a half-year assignment as consultants to the Indian Ministry of Education. They had already observed Danish and British schools, studying recruitment and training of teachers and problems of curriculum development and techniques.

Upon their return to India, the information they have collected will be used as the basis for recommended reforms in secondary education.

Americans who participated in the Indian project are Lester W. Nelson, former principal, Scarsdale, N. Y., High School, now with the Fund for the Advancement of Education, and Alfred D. Simpson, professor of education, Harvard University. The team visited schools all over the country, and consulted with staff members of the Federal Office of Education and the NEA.

L. D. Haskew, University of Texas College of Education dean, is new president-elect of the American Association of Colleges for Teacher Education, a National Education Association department.

Dean Haskew will succeed Dr. Herbert D. Welte, president of the Teachers College of Connecticut, New

SE-468

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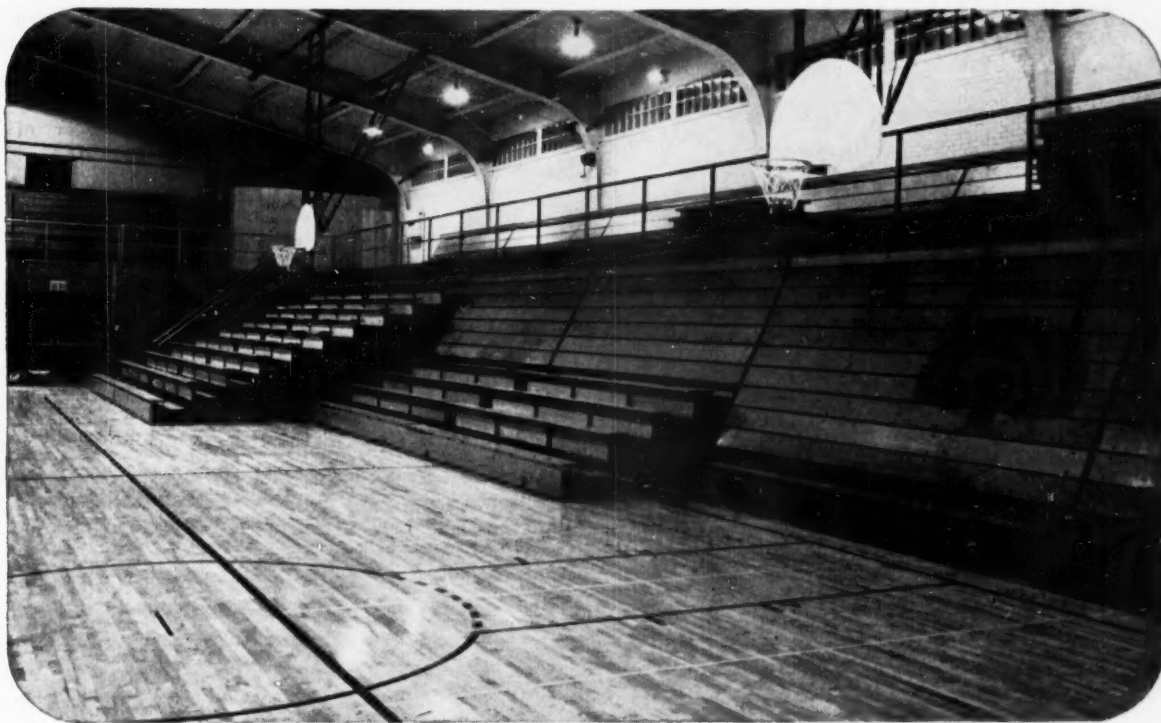
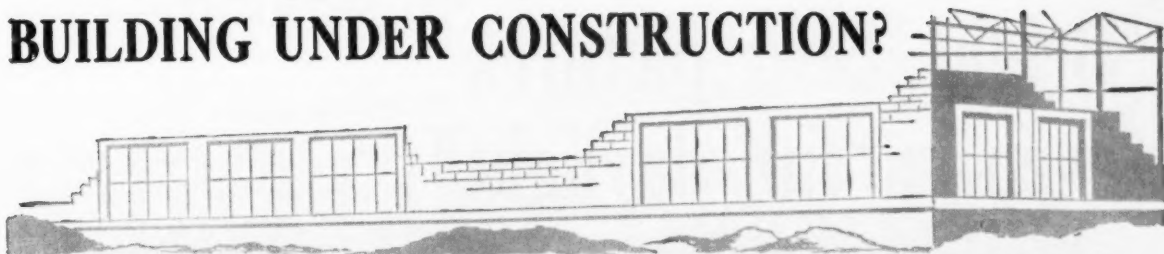
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BUILDING UNDER CONSTRUCTION?



Now Is The Time To Plan Gymnasium Seating with *Universal* Roll-A-Way Stands

Perhaps you are planning a new school or already have it under construction. But what's been done about gymnasium seating? Right now is the time to determine what stands will best meet your requirements... and place the order. Otherwise, delivery and installation may be delayed beyond the date desired.

Carefully engineered and custom-built to meet your specifications, *Universal* Roll-A-Way Stands are ideal for large capacity or small. They are compact, yet roomy and comfortable... neat and attractive... exceptionally strong and safe. When not in use, they may be folded back to the walls, providing approximately 70% more floor space for regular gymnasium activities. Write for free catalog and list of *Universal* installations.



The standard style *Universal* Roll-A-Way provides a continuous, all-purpose seat at front when stands are closed, as shown above. This row is locked firmly in place and occupies only a small amount of extra depth. A convenient seat for the basketball squad during chalk talks, for physical education classes, etc.; particularly useful for school parties and dances in the gym.

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Bright, clear pictures even in "full-daylight" classrooms!



Now classrooms don't have to be darkened—even in modern buildings with whole walls of windows—to get sharp, clear pictures! The AO EDUCATOR "500" projector will give you maximum clarity and contrast...more than most 750-watt projectors...for either color or black and white. Saves you the trouble and expense of blinds...lets students write while you show slides.

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AO EDUCATOR "500" Projector.

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Britain, who is current president. He was elected at the association's sixth annual convention in Chicago, Ill.

The association includes more than 250 colleges and universities which train teachers.

Dean of the University of Texas College of Education since 1947, Dr. Haskew formerly was director of teacher education at Emory University and Agnes Scott College.

He is a member of the advisory board of editors of *THE SCHOOL EXECUTIVE*.

The physical environment for school learning is very much affected by the institutional aspects of a child's school, observes the 308-page yearbook released here today by the Association for Supervision and Curriculum Development of the National Education Association.

The study, which has been in preparation over a three-year period, is entitled *Creating a Good Environment for Learning*.

"The interior of the school is no less important," the study reads.

Authors of the yearbook say that "teachers who complain bitterly about conduct and lack of manners of pupils may do well to ask whether the drabness and institutional aspect of the entrance or of the lunchroom are designed to promote the niceties of social conduct.

"Even more important than the general physical characteristics of the school are the characteristics of the individual classroom. What does it tell the student about the hours he is to spend there? What gives evidence that the room is a place where work is done, rather than a place simply for hearing recitation?

"Even the position of the teacher's desk may tell much about what the student may expect. If it occupies an imposing place in the front of the room, one may expect the teacher himself to be the center of all activity."

The ASCD yearbook tells how many

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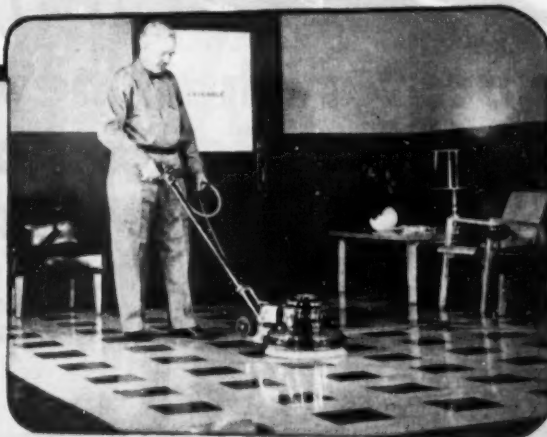
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2 how-to-do-it films for training maintenance personnel...
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Arrange a showing of one—
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"Facts about Safe Floor Care." Covers care of rubber and asphalt tile floors. A 17-minute sound-slide film in full color. Shows with simple step-by-step demonstrations correct methods of cleaning, waxing and maintaining—do's and don'ts—common problems and solutions.

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Here they are! Practical "how-to-do-it" slide films that have helped hundreds of maintenance men do a better job. They're based on everyday floor care problems and solutions—demonstrating correct maintenance methods, giving valuable hints on preserving the life of your floors. Arrange a showing of these informative films to your own janitor personnel now. No cost or obligation. Simply mail coupon below.

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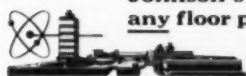
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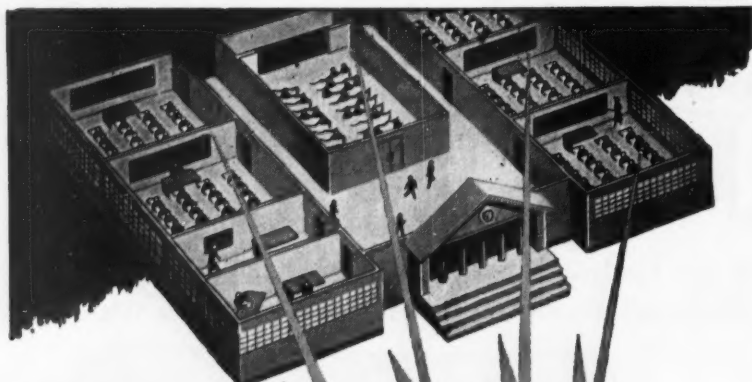
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any floor problem





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Just push a button—for instant two-way contact with every classroom... to quickly locate roving personnel... to make announcements.

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Easy to operate — dependable — This simplified intercom system has no complicated control panels... no microphones... no headsets or telephone receivers.

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SPOTLIGHT

schools have with careful planning made old buildings look inviting and aesthetically appealing.

Huntington Beach, Calif., Union High School has added a 10,000-square-foot music building to its campus, it was announced recently. The building contains a room which can accommodate a 120-piece band, separate practice rooms, a library, music appreciation room and locker and shower facilities for boys and girls in the band. Another feature of the music building are small booths provided for listening to recordings.

Following a theft of school keys with resulting robberies in Lodi, Calif., High School, Principal Paul R. Bowers sent a special bulletin to faculty members stressing the importance of taking care of keys. Written in biblical language, *The Parable of the Keys* was followed by three "morals" for teachers.

The new Guymon, Okla., Senior High School has what its administrators and board of education considers "the most unique" system in the country for ventilating its classrooms. Air flows under the room facing the direction of the wind, into the other rooms opposite, and out the north windows. The school was dedicated in January.

Representative Graham A. Barden (Dem.-N.C.) was a major speaker at the dedicatory exercises for the new Clyde A. Erwin Elementary School, Onslow County, N. C. Rep. Barden was author several years ago of the controversial bill for Federal aid to education which would have limited the use of all Federal money to public schools only. Because of its proximity to Camp LeJeune, which has put additional strains on existing local schools, the new Erwin school was built with funds provided by Congress for "Federally-affected" areas.

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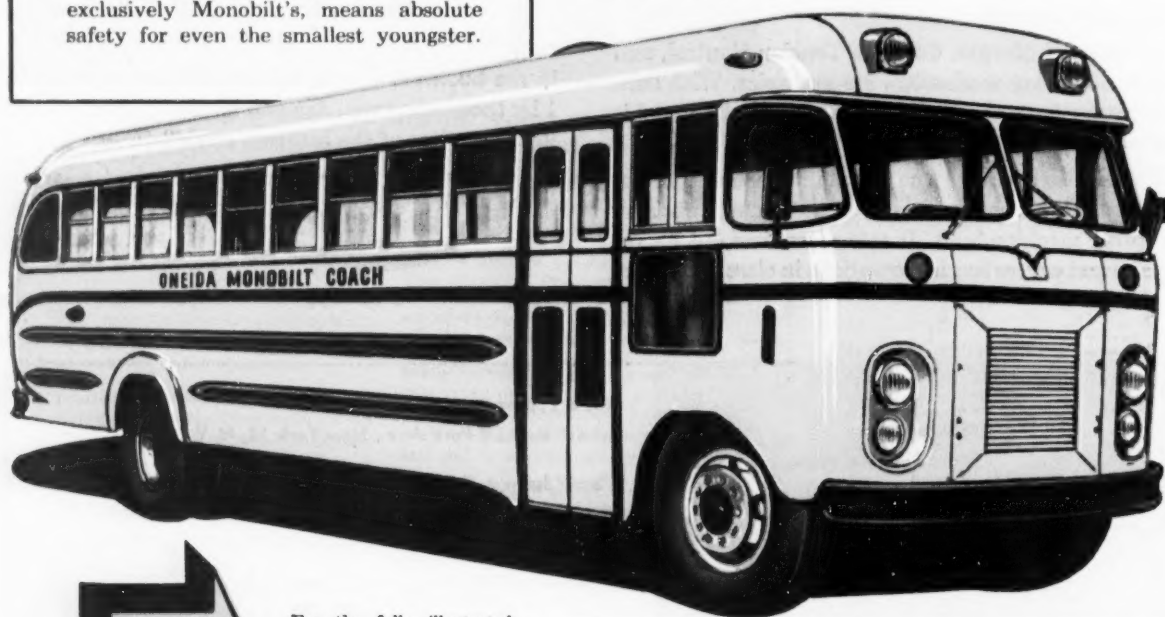
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WASHINGTON SCENE

news from the Capitol affecting education

At the close of the new administration's first year, Capital politicians are sharply aligned in two camps, one of which chants the theme song, "Truman and Treason," and the other hangs out the slogan, "Republicans and Rascals."

It would be nice to say that a steaming coffee pot between the tepees occasionally serves the purpose of the aboriginal peace pipe, but alas the pot is not perking. There is more loud talk over the price of this Brazil bean than over any truly political issue.

Congress, heads down, plows into new legislation. Statehood for Hawaii seems certain; similar status for Alaska is trailing. Increased salaries of Congressmen and federal judges are a strong possibility, but will be debated hotly on the floor of both Houses.

The strong defenders of the "historic principle of separation of church and state" are entrenched against the bill introduced by Representative Carl Elliott (D-Okla.) to permit clergymen to take part in social security on a voluntary and self-employment basis.

The ministers insist that the church-state issue would not apply if the whole of the social security payments are made directly to the government by the individual clergymen themselves without any payments by the churches.

The clergymen will likely receive the protection of the social security umbrella.

Representative Gardner R. Withrow (R-Wis.) has introduced a bill which would allow non-profit publications to be sent as fifth class mail. This might be a happy solution for those who must make a distinction in the rates charged for fourth class mail.

The nonprofit periodicals, however, include religious publications, and this bill is also opposed by the

defenders of the wall between church and state. Educators are lukewarm to the bill themselves.

Attorney General Herbert Brownell, Jr. is sponsoring legislation to compel witnesses who seek the protection of the Fifth Amendment of the Constitution to testify, if granted immunity from criminal prosecution.

A bill was introduced last July which would grant such immunity to all who appear before Congressional committees. The Attorney General's proposal would include the same immunity for witnesses who appear before grand juries and trial courts.

A bill to implement the proposal was introduced by Congressman Kenneth B. Keating (R-N.Y.). A Missouri University professor says the attorney general "brings into the sharpest focus we have yet observed the conflict between tyranny and freedom in the Republic."

He says the proposal "would violate, not only the American tradition of civil rights . . . but also the tradition of the common law which is older than the Constitution, older than the nation."

The National Education Association, at Miami Beach last summer, recognized the right of legislative bodies to conduct investigations directed toward prospective legislation, and called upon educators to testify in such investigations "fully and frankly."

Chief Justice Earl Warren joins the ranks of those who would defend intellectual freedom, declaring that the right of dissent and free inquiry must be safeguarded if America "is not to store up the seeds of its own destruction. . . . The more turbulent the times the more essential the freedom of inquiry. We are now living in such times," he said.

Modifications of federal income tax legislation have been proposed in

executive offices and legislative halls. Evidently, the hope is to create what will amount to a new Internal Revenue Code.

A list of 40 proposals for modifying the income tax law, now before the House Ways and Means Committee, includes two of special interest to parents who have children in school or college. One would permit the deduction of school or college expenses of the dependent, and also the personal educational expenses of the taxpayer himself.

It seems unlikely that the Committee will go so far as to permit a taxpayer to deduct the cost of giving himself and his children a college education as a direct deductible expense, as with interest, taxes, and charitable contributions.

Another proposal has more chances of passage. For children who are dependents, taxpayers now have the opportunity to claim a \$600 exemption if the child himself earns less than \$600 a year.

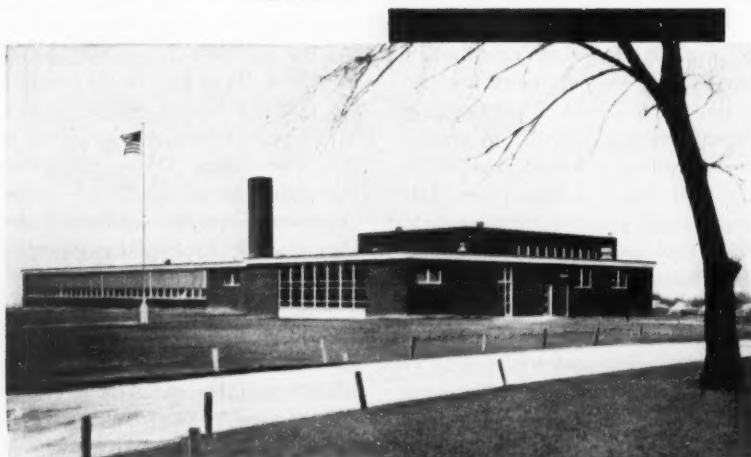
The proposed revision would "allow children, including those attending college, to earn over \$600 a year without a resulting loss of a dependency credit to the parent." In addition, according to the terms of the proposal, the child would also have a \$600 exemption.

Chairman Reed of the House Ways and Means Committee has announced that his committee tentatively favors a bill which would make such exemptions possible.

The work of the Commission on the Study of the Federal-State relationships goes on, without former Chairman Clarence Manion, ousted recently from his post by the White House.

Manion resigned at the request of Sherman Adams, President Eisenhower's chief assistant, following rumors that the former chairman's activities on behalf of the Bricker

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WASHINGTON

Amendment to limit the federal treaty power had slowed up the commission's work.

The President confirmed this reason at a recent press conference.

The commission has asked for an extension of the March 1, 1954 deadline for a report on its work, and the request will be granted.

It is far enough along to have discovered that there are in existence 78 programs of federal aid to the states. A staff has begun the complicated task of studying these.

It will begin by selecting five "pilot states" to get a representative sampling of national conditions.

A variety of factors will be considered in trying to pick "typical" states among them geographical location, population, and industrial or agricultural nature of the local economy.

Educational support grows for the bill introduced by Representative Noah Mason (R-Ill.) to grant retired persons a yearly exemption of \$1,500 in retirement income.

A recent meeting called by educators here to discuss this measure included delegates from the Fraternal Order of Police, National Congress of Police Associations, National Association of Retired Civil Employees, International Association of Fire-fighters and Municipal Finance Officers Association.

Senator Lister Hill (D-Ala.) and 33 co-sponsors have introduced a bill which would amend the Outer Continental Shelf Lands Act of 1953.

According to the proposal, revenues accruing from the lease of these lands will be used for grants-in-aid to education.

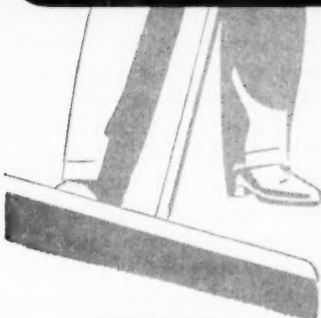
A similar bill was defeated during the first session of the 83rd Congress.

The Office of Education reports a total enrollment of 2,250,701 in colleges and universities. This is an increase of nearly 5 percent over one year ago and an increase of 6½ percent in students attending college for the first time.

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PROFESSIONAL LIBRARY

recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

How We Fought for Our Schools

By Edward Darling, *W. W. Norton Company, New York, 1954, 255 pp., \$3.00.*

This documentary novel offers the average citizen the opportunity to live through a maelstrom of public school controversy such as a number of cities have experienced recently.

In collaboration with members of the Center for Field Studies, Harvard Graduate School, Edward Darling has written a narrative of sustained suspense. The reader's attention is caught and held. Good craftsmanship in writing promotes reader identification with the central character, a school board member in a suburban city. Believable episodes build toward climax as the school system becomes involved in a sudden, bitter wrangle.

As has happened in places like Pasadena, charges against the schools are numerous and confusing. Critics begin with talk of preserving "national traditions" and digress to sharp criticism of United Nations, with special diatribe reserved for UNESCO. From premises on sound spending of town funds, they branch off in surprising charges of tax money wasted for "internationalist" textbooks.

The 3-R's are claimed to be neglected. The "professionals" are charged with "entrenched interests." The secular nature of public education is challenged, and anti-Semitism appears. And so on, ad nauseam, ad infinitum, in a now old pattern that some educators, unfortunately, know intimately.

Administrators who have lost their it-can't-happen-here complacency will hand this gripping story to laymen in their towns with gratitude that here at last, with popular appeal, is a step-by-step illustration of how conflagrations on public schools be-

gin and flame. A citizen can see the common sense courage it takes to "keep your head, when all about you are losing theirs, and blaming it on you. . ."

Teaching Successfully The Industrial Arts and Vocational Subjects

By G. Harold Silvius and Estell H. Curry, *McKnight and McKnight Publishing Company, Bloomington, Illinois, 1953, 339 pp., \$4.50.*

Although this methods text is intended for training vocational and industrial arts teachers, its many specific suggestions invite daily manual use.

There is detailed advice on lesson plans, class records, testing systems, safety programs and almost any other shop situation one can call to mind. The authors are associated with Wayne University.

Group Dynamics: Research and Theory

Edited by Dorwin Cartwright and Alvin Zander, *Row, Peterson and Company, Evanston, Illinois, 1953, 642 pp., \$6.00.*

Scientific study of group life is gathering momentum. This overview of theory and research findings in the field indicates much recent investigation, culminating in a growing body of general principles.

The editors, psychologists at the University of Michigan, note that group effectiveness has been increasingly recognized as basic to the health of democratic society. Along with this recognition has grown a confidence that scientific methods may be used to improve group life.

The practical need for more information on the nature and function of groups has stimulated research in many dissimilar areas, Cartwright and Zander point out. Educators,

military leaders, and social workers are examples of those seeking, for different reasons, broader knowledge of group dynamics.

At this point, much of the literature in the field appears contradictory. The editors advance the idea that, while genuine differences of opinion do exist among different groups of investigators, these conflicts do not preclude encouraging areas of agreement. Much of the seeming chaos is blamed on semantic problems, arising from the special languages used by the various disciplines of those researching the field.

Because of the conflicts, however, the editors found an integrative summary of developments impossible. Their compromise is highly suitable. Original materials for various research projects are presented in "clusters" around outstanding problems or areas of concern.

The six clusters deal with premises and methods of research on groups, formation and cohesiveness of groups, group pressures and standards, group goals, group structure and group leadership.

These sections are connected by introductions in which the editors try to "add up" research findings and general principles and point out interrelationships between various studies. The introductions form a vital part of the book, offering by themselves a fairly good understanding of what is going on in this vital new area of research.

How Can We Get Enough Good Teachers?

National Citizens Commission for the Public Schools, 2 West 45th Street, New York 36, 1953, 91 pp.

This "working guide," distributed by the National Citizens Commission for the Public Schools, is ticketed "Limited Edition; Final Editing Not

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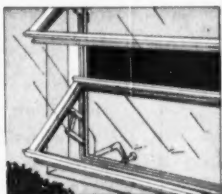
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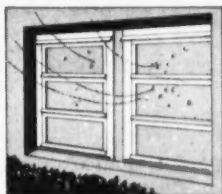
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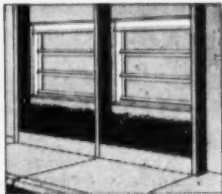
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The first part of this booklet gives background information on the nature, cause, and possible solution of the shortage of qualified teachers. The latter half charts a course to community, research and action.

OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

School Plant

Planning for High School Youth describes six salient considerations in the planning of Norman High

School, based on the needs of youth. J. Don Garrison, Superintendent of Schools, Norman, Okla.

Dear Mr. Architect, revised edition, sets forth library construction, layout and space needs. Publishing Department, American Library Association, 50 E. Huron St., Chicago, 11. Price: 50¢, 40¢ each in quantities over 10.

Planning and Caring for Our Schools reviews the June Institutes on School Planning, and Operation and Maintenance, at Stanford University. J. D. MacConnell, School of Education, School Planning Laboratory, Stanford University, Stanford, Calif. Price: \$3.00, \$2.50 each in quantities over 25.

Instructional Program

Critical Years Ahead in Science Teaching is the report of the conference on nation-wide problems in the secondary schools at Harvard University last summer. It pays particular attention to supply and demand for teachers in this field. Mr. Elbert C. Weaver, Phillips Academy, Andover, Mass.

Economic Education, A New Objective for a Tri-State Team, reviews the first Pittsburgh Area Workshop on Economic Education held last summer, and attended by 50 selected teachers and administrators from schools in Pennsylvania, Ohio and West Virginia. Joint Council on Economic Education, 444 Madison Ave., New York 22.

An Experimental Analysis of Patterns of Differential Verbal Reinforcement in Classroom Situations discusses the "relative merits of praise and reproof as 'incentives' toward improvement in a given task." Vol. XXIX, No. 5, *Bulletin of the School of Education*, Indiana University Bookstore, Bloomington, Ind. Price: \$1.00.

The Library in the Elementary School, by Phyllis R. Fenner, discusses "activities, policies and pos-

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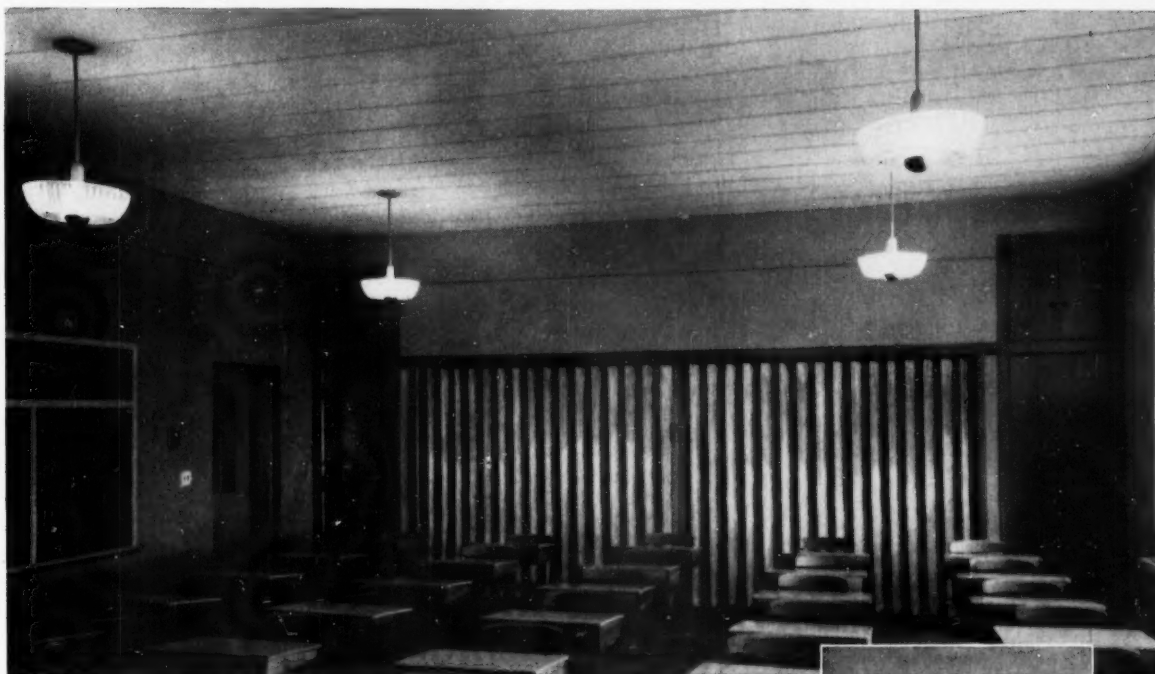
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sibilities." American Education Fellowship Service Center pamphlet, Interstate Printers, 19 N. Jackson Ave., Danville, Ill. 30¢ each, 24¢ each for 10 or more.

How to Improve Your Softball, published by the Athletic Institute, is a valuable aid for beginning softball students. Contains 390 illustrations, glossary of common terms and bibliography. A. S.

Barnes and Co., 232 Madison Ave., New York, N. Y. Price: 50¢.

Report of Television-Radio Activities describes work carried out in Philadelphia, October, 1952 through June, 1953. Included is a review of program development. Martha A. Gable, 21 St. and Parkway, Philadelphia, Pa.

Learning to Drive Cars with Automatic Transmissions is a supplement to *Sportsmanlike Driving*, the standard high school text on driver education published by the

American Automobile Association. It is clearly written and illustrated. Traffic Engineering and Safety Department, American Automobile Association, Pennsylvania Ave. at 17th St. N. W., Washington 6, D. C. School price: 35¢.

Project Workbook in Driver Education by Helen K. Knandel, is designed for use with *Sportsmanlike Driving*. Pages are perforated for insertion in notebooks, and paper takes pen and ink well. Traffic Engineering and Safety Department, American Automobile Association, Pennsylvania Ave. at 17th St. N. W., Washington 6, D. C. School price: 57¢.

Guidance


Should Your Child be a Lawyer?, by Roscoe Pound, former dean, Harvard Law School, states abilities and character development necessary. New York Life Insurance Company, 51 Madison Ave., New York 16, N. Y.

Should Your Child be a Doctor?, by Dr. Walter C. Alvarez, emeritus consultant in medicine, Mayo Clinic, Rochester, Minn., stresses the good judgment, scientific interest, studiousness and scholarship needed for the practice of medicine (see *Should Your Child be a Lawyer?*, above).

Should Your Child be an Aeronautical Engineer?, by Igor I. Sikorsky, explains mathematical interest and proficiency, "reality-mindedness," inquisitiveness and imagination necessary in this profession (see *Should Your Child be a Lawyer?*, above).

Medical Research May Save Your Life!, by Gilbert Cant, describes the work in this field in the prevention and cure of illness. A good vocational aid for students contemplating careers in scientific research. Public Affairs Pamphlet, No. 201, 22 E. 38 St., New York 16, N. Y. Price: 25¢ each, 19¢ each for 10 or more.



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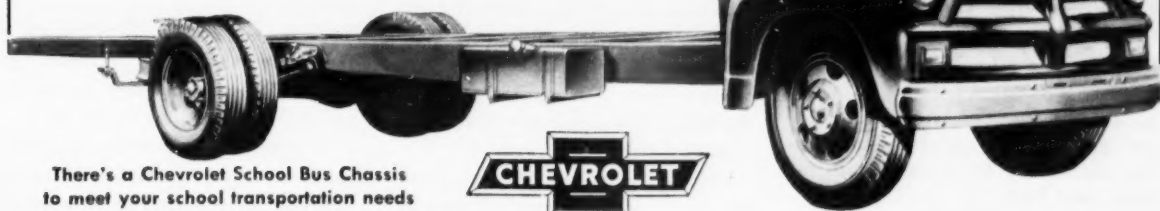
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*"Jobmaster 261" engine, optional at extra cost, develops 220 foot-pounds torque at speeds governed under 35 m.p.h.



There's a Chevrolet School Bus Chassis
to meet your school transportation needs

SCHOOL LUNCH

A quiet, familiar atmosphere is most conducive to a pleasant, well-digested lunch for small children. Many feel that the classroom better provides this atmosphere than does the lunchroom.



Lunch is a Lab Period

by CHARLES E. BRADLEY

THE AIM of our present day school is to provide for the growth and development of children by using all the facilities it can command. For a considerable time, the school lunch period was looked upon as solely a time for feeding children. More recently, the educational opportunities associated with lunch activity have been accorded a place of importance in planning the total educational program.

The lunch period in itself presents a good learning situation because it provides a laboratory approach to the solution of very real problems. The children have the opportunity to work and share in the understandings and skills that meet a need that is very real to them.

A school is challenged to make maximum use of the potential benefits that are available through a carefully planned program of lunch time opportunities. This article is the partial story of one school's attempt to meet that challenge.

Pitcher Hill School is one elementary unit of the North Syracuse,

N. Y., Central Schools. Our enrollment is approximately 500 children in grades kindergarten through six. The 3-year-old, 1-story building contains 14 classrooms in addition to a playroom, a library, and a combination auditorium-dining room. Each classroom is equipped with individual student table and chair type furniture so that a maximum flexibility is possible.

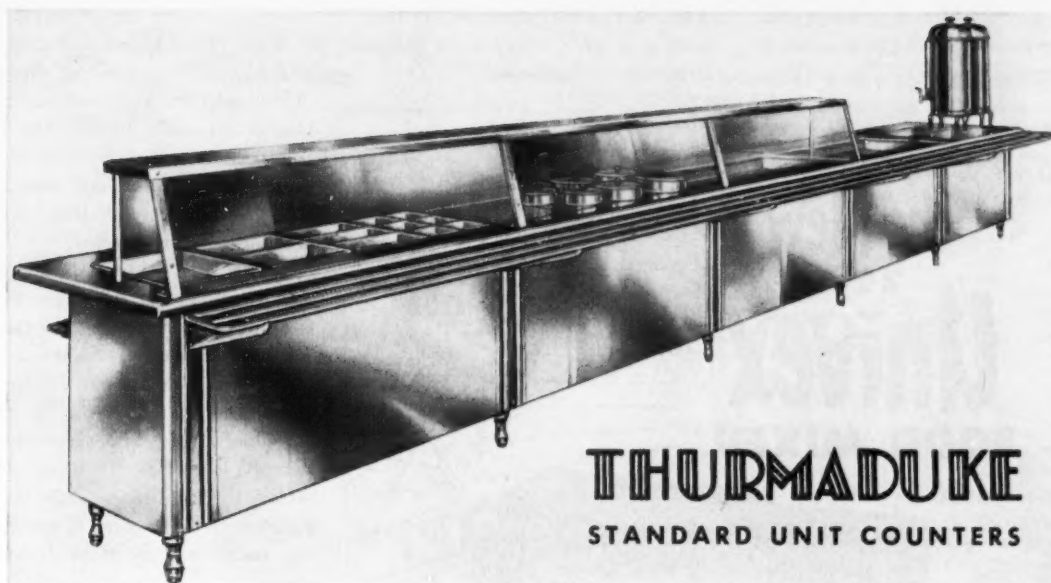
Children act as hosts and hostesses

We have found in our school that having lunch served in the classroom promotes many desirable results. The mere fact that each group of students shares the lunch period with their own teacher and their own classmates makes it possible to plan to meet specific needs and interests. Table groupings can be planned so that host and hostess activities can be shared by all the children and in changed groups from day to day.

Acceptable eating habits and table courtesies are planned by the group and can be practiced in a situation

Mr. Bradley is principal of Pitcher Hill Elementary School, North Syracuse, New York.

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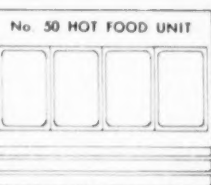
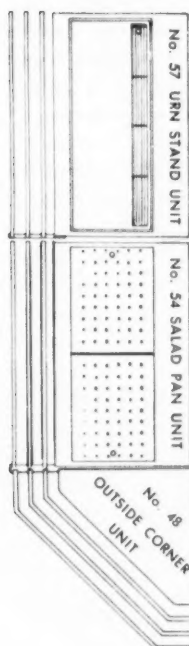
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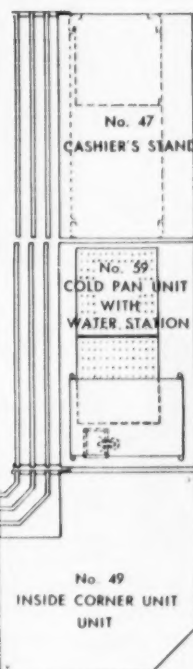
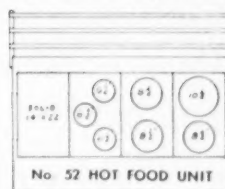
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LUNCH

that is free from disturbance of other groups. Good table conversation is more possible because the classroom group is smaller and the "Living Noise" of a large room is absent.

Planning the lunch period also provides a good opportunity for sharing duties and responsibilities in a group procedure. The children

work as committees to plan table arrangement and seating arrangement. The choice of records to provide a background of music is made by a committee as is the choice of a prayer of thanks that is used at the beginning of the meal. In providing for all the many details that enter into making a pleasant lunch period, democratic group processes are functioning in such a way as to demonstrate their effectiveness.

The development of health and nutrition understandings has always been an area in which the school lunch program has made a rich contribution. It is becoming ever more important that this opportunity for instruction be fully utilized. When children plan menus, with understanding guidance, many facts concerning nutrition can be taught.

When children feel that they have had a share in planning the meal, they usually are more anxious to partake of the foods served. The result is reflected in the numbers of children who "learn to like" new foods as well as those foods that have not previously been accepted.

With a little motivation and guidance from the teacher, children seem to enjoy analyzing menus to discover why certain foods are served. Very often such discussion takes place during lunch time and the child eats a particular food while almost unconsciously learning why it should be eaten. The two things happening simultaneously produces a more lasting result and a more functional learning.

Children can prepare some dishes themselves

The actual preparation of a part of a menu is sometimes possible and seems to have desirable results. For instance, if soup is to be a part of the lunch for a particular day, the students in a class may undertake to prepare the soup for themselves. The remainder of the lunch may be prepared in the usual manner.

Such an activity provides the opportunity to study the nutritional values of separate ingredients and to understand why each ingredient is used. The correlation of this activity with mathematics teaching and social studies instruction enhances its value considerably.

Health teaching, aside from that associated with nutrition, is helped considerably through the lunch program. The care with which food is procured, prepared and served is a demonstration lesson in that aspect of health teaching. This individual preparation by each student for lunch also emphasizes the personal

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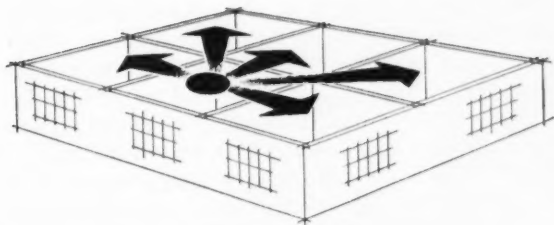
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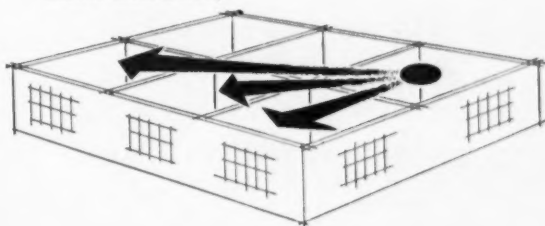
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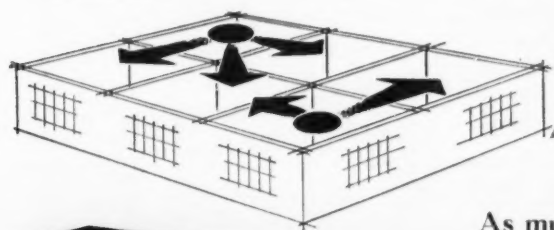
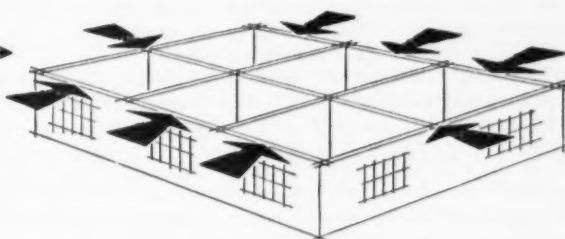
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LUNCH

responsibility for maintaining conditions that are free from disease hazards.

It becomes of major importance for the present day citizen to have some understanding of the economics through which he must function if he is to adjust effectively to his surroundings. Food is such a basic commodity that, through its use, various economic principles may be demonstrated.

By means of menu planning activity and menu analysis, the children discover that, whenever possible, foods are served in season because the cost is less. The operation of the law of supply and demand begins to be seen in an understandable setting.

Food waste can be a problem yet it does present a learning opportunity. The children in a class may determine the amount of waste food and calculate its value in terms of money. The purchasing power of that amount of money may be made meaningful when applied to some article that is well within the compre-

hension of the class. Such activity helps teach informally the value of conservation of resources.

There are many situations in our day to day living that seem to emphasize the dismal and unattractive features of life. The school program should use all means possible to help children to develop an appreciation of those things that help provide beauty in our surroundings. Such appreciation is really a matter of becoming accustomed to looking for and being able to recognize those things that have aesthetic value.

The lunch program, as a part of the total school program, may also make its contribution. The china, silverware, and other pieces of equipment are carefully chosen for their ability to help produce the desired effect on the children. The attractiveness of the classroom or dining room receives constant attention so that decorations, table centerpieces and other materials will help create a natural beauty that the children come to appreciate through association.

**Essential ingredient:
a smiling server**

Considerable attention is given to the choice of foods appearing on the menu. There should be such combinations as will make attractive color displays and pleasing arrangement on the plate. Nothing can replace the cheerful word and pleasant smile from the person who serves the child his lunch.

If the school lunch program is to contribute to the educational program within a school, the lunch period should be looked upon in much the same way as any other period of instruction during the day. It is a period that is as carefully planned for and as thoughtfully carried out as is the Arithmetic or English period.

When lunch time is also learning time, it becomes a very satisfying experience for both students and all school personnel. It is indeed a worthwhile challenge to so structure the school lunch program that, while physical needs are being amply provided for, a maximum of educational growth and development will result.

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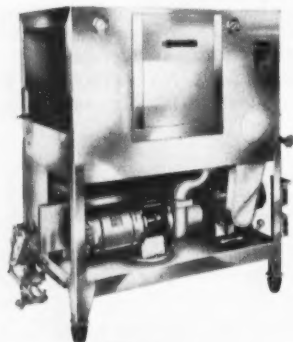
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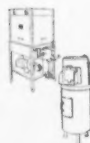
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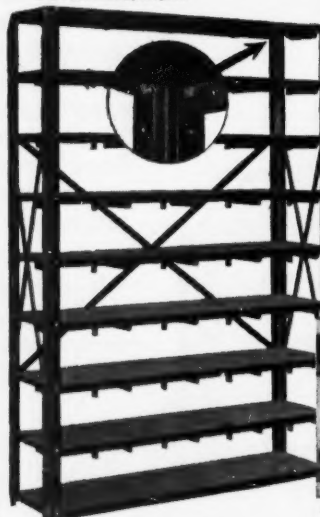
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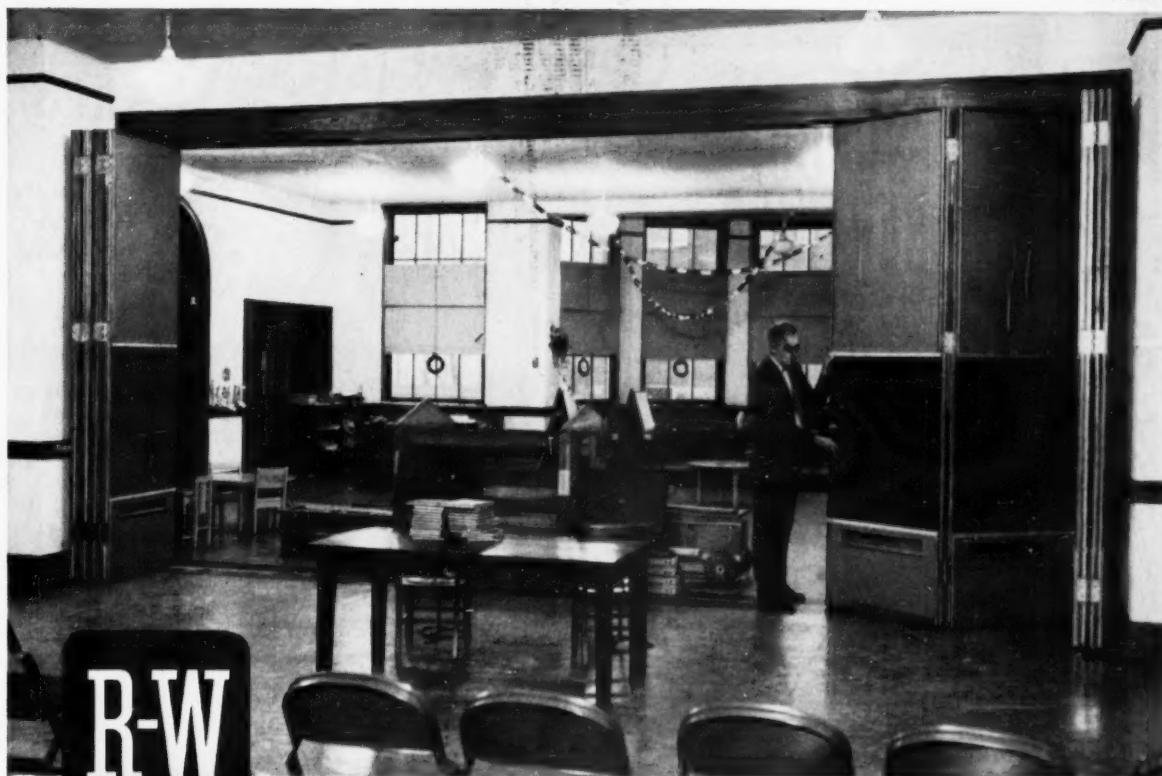
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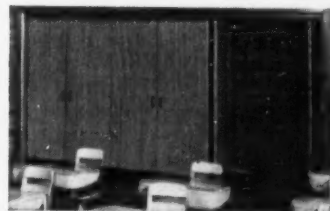
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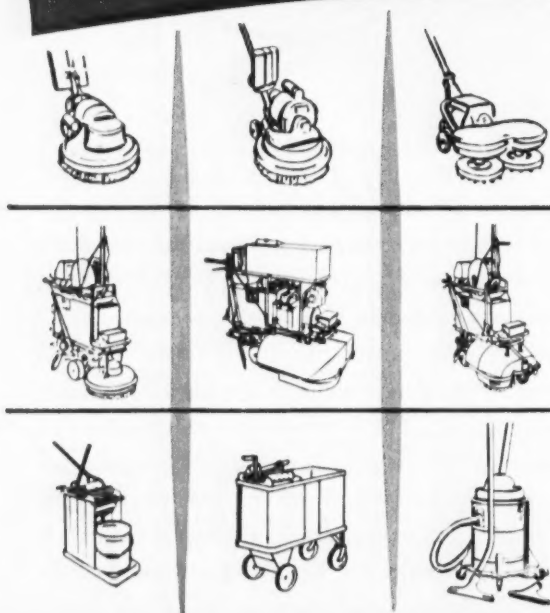
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In keeping with the Finnell policy of rendering an individualized service, Finnell maintains a nation-wide staff of floor specialists and engineers. There's a Finnell man near you to help solve your particular floor-maintenance problems... to train your operators in the proper use of Finnell Job-Fitted Equipment and Supplies... and to make periodic check-ups. For consultation, demonstration, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 3104 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.

FINNELL SYSTEM, INC.

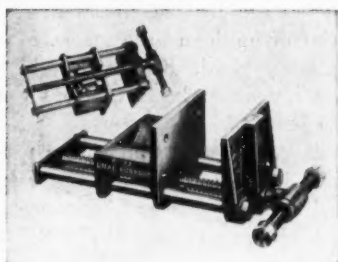
Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

New Product / Reviews

Woodworking Vise SE-510 *New Dual Purpose Machine*



Model 18-A is a dual purpose woodworking vise which incorporates the advantages of the quick action vise with the smooth operation of the continuous screw type. The vise jaw may be pushed up to the work and a simple turn of the handle tightens the jaw against the work. A quick action vise operates in much the same way except that it does not have the smooth screw action at the point of contact.

Each vise is equipped with a new type Morgan pipe handle that will last as long as the vise itself. The jaws are 7" wide, 4" deep, and open to 9". For extra convenience, there is an adjustable stop built into the front jaw.

MORGAN VISE CO., 108 N. Jefferson St., Chicago, Ill.

Vacuumping Equipment SE-511 *Straps to Operator's Back*

Pacavac is something new in vacuuming equipment. The unit weighs 9½ lbs. and straps easily and comfortably on the operator's back. A flexible hose combined with various vacuum attachments make

the unit suitable for cleaning all floor surfaces, carpets, asphalt, rubber tile, linoleum, wood, concrete, walls, shelves, stairs, books, furniture and upholstery.

The main advantage of this equipment is that it permits the operator to move freely and vacuum for hours without undue fatigue.

M. D. STETSON CO., 64 E. Brookline St., Boston 18, Mass.

Record Player SE-512 *With "Discussional Control"*



The Recordmaster is a new audio-visual aid consisting of a three-speed record player with a unique "discussional control" with which the teacher, at the touch of a finger, can start and stop records instantaneously to allow for comments or student discussion.

The machine can also be adapted for projection. The unit has a case with a fold-back cover which becomes a sturdy projector stand for showing stripfilm or 2" x 2" slides. The projector conveniently plugs into the player's instrument panel to eliminate one extension cord.

Because many educational disks contain several bands of individual recordings, a special light illumi-

nates the grooves and needle for accurate placement.

THE DUKANE CORP., AUDIO-VISUAL Div., St. Charles, Ill.

Lawn Sprinkler SE-513 *Is Self-Propelling, Self-Winding*



The Reel Sprinkler automatically waters an area up to 70' wide by 125' long. Propelled by the water it sprinkles, it automatically winds up the hose. It will follow a straight path, go around trees, bushes, corners and other obstacles, or remain in a fixed position.

Construction is of high grade metals finished in red and green. Simple to operate, you just wheel the unit to water tap or shut-off valve, connect, pattern the hose which unwinds from the reel as you wheel, adjust spray head, turn on the water and the machine does the rest. It will follow the hose back, winding it up and, when used with a shut-off valve, shuts itself off. It travels about 17' per hour in order to water the roots of the grass, not just the surface.

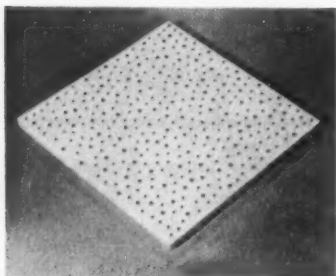
REEL SPRINKLER CO., 1800 N. Westwood Ave., Toledo 7, Ohio.

(Continued on page 164)

Acoustical Tile

SE-514

Is Completely Fire-Safe



Minatone mineral fiber acoustical tile has improved acoustical as well as decorative features. It combines

excellent sound absorption with complete incombustibility and may be easily repainted.

Fiberglas, blended with special agents, is used to produce a strong, rigid tile. The surface is perforated in an interesting Full Random design.

Available in 12" x 12" and 12" x 24" tiles, finished on face and bevels with two coats of white paint. Installation is by cement, nail or screw application or by mechanical suspension methods.

ARMSTRONG CORK CO., Lancaster, Pa.

Art Table

SE-515

Has Ample Storage Space



The Model TD-6 drafting or art table is the newest addition to the Tolerton Company line. Both the adjustable and stationary sections of the top are laminated from narrow strips of northern hard maple, electronically glued. Basswood or high pressure plastic laminated tops can also be furnished.

Six combination sections are provided in each unit for the storage of drawing boards and instruments. Each section measures 21½" x 24" x 24¾" with space provided at the top to hold an instrument storage tray 2" x 2" x 14". The one general instrument drawer is 5¼" x 18" x 3¼". The tilting top measures 28" x 28" with a stationary section 10" wide x 28" deep.

THE TOLERTON CO., P. O. Box AG 658, Alliance, Ohio.

SE-342

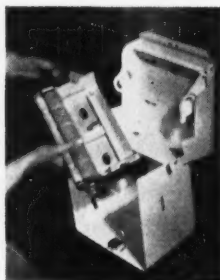
New TURN-TOWL DISPENSER

... CUTS
WASHROOM
COSTS!



UNMATCHED PERFORMANCE

There's nothing on the market to match this new model MOSINEE Turn-Towl Cabinet for efficient, trouble-free dispensing. And there isn't another control-type cabinet on the market dispensing towels that match MOSINEE Turn-Towls for hand-drying qualities. In many schools, MOSINEE Turn-Towl service is reducing towel consumption close to 50%.



Removable mechanism means "trouble-free" service

Exclusive TURN-TOWL feature means cabinet never has to be taken down in case replacement* of mechanism is required. New mechanism can be inserted in a minute!

*Over 500 Turn-Towl Cabinets have been tested for nearly a year without a breakdown.

BAY WEST PAPER COMPANY

1112 W. Mason St., Green Bay, Wis.

A Division of Mosinee Paper Mills Co.

MOSINEE

Sulphate Towels

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS • BATH-TOWLS

Floor Finish

SE-516

Is Long Wearing, Water Repellent

Dura-Tex Concentrate Floor Finish may be used as a light, medium, or extra heavy duty protective finish by simply diluting the material with ordinary tap water according to requirements. Since the product is highly concentrated, and more durable, extremely long wear can be expected from each application of Dura-Tex.

Economy, high lustre, hard gloss, durability, water repellancy and ease of applications are some of the characteristics of this finish. It is safe to use on all types of floors requiring a protective finish.

NATIONAL LABORATORIES, INC., Toledo, Ohio.



This proved daylighting method opens new horizons for educators, architects and builders seeking to create the ideal environment for learning.

America's most advanced schoolroom



Twelve years of research at the Daylighting Laboratory, University of Michigan, made this "classroom of tomorrow" possible, today.

THE COMBINATION of Toplite Panels and Light-Directing Glass Block makes every previous concept of schoolroom planning, decoration and arrangement outdated. No longer is it necessary to confine close detail work to the area nearest the windows.

For example, in this experimental classroom the combination of Toplite Panels in the roof and Light-Directing Glass Block in side walls provides adequate natural illumination even on an overcast day.

The ideas perfected in this "classroom of tomorrow" are available to you, *today*. Write for the details. Address: Classroom Research, Owens-Illinois, Dept. SE-4, Box 1035, Toledo 1, Ohio.

GLASS BLOCK AND TOPLITE PANELS
TWO ① PRODUCTS

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

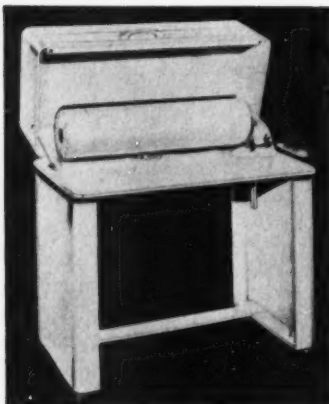
Cabinet Ironer

SE-517

Has Knee, Elbow Control

Armstrong's new Model G-21 Ironer has many features of the larger, fully automatic ironers, including both knee and elbow control, which make it one of the easiest ironers to operate.

Mounted on easy rolling casters, it can be moved and used anywhere and occupies small space when closed. A thermostatic control gives the exact heat desired. The roll is 21" wide and covered with cotton "waffle" and felt. The mechanism is safely enclosed in the roll.



Lightweight, yet rugged in construction,

the ironer is finished in white baked enamel.

ARMSTRONG PRODUCTS CORP.,
Huntington 12, W. Va.

Sheet Metal Kit

SE-518

Teaches Blueprint Reading, Etc.

Kit #1, designed by Schweitzer Aircraft Corp., is used for teaching basic aluminum sheet metal work and blue print reading. It consists of the necessary parts to make a Basic Utility Case 17" x 8" x 8": top and bottom for an aluminum case with hardware such as hinge set, box clips, handles, latches, sheet metal screws, aircraft rivets and a rivet set, and blueprint and assembly instructions.

The utility case is excellent for tools, camera equipment, fishing tackle and the like.

SCHWEIZER AIRCRAFT CORP., Elmira, N. Y.

Preferred by Schools Everywhere

SE-344



...with the smoothest, most resilient surfaces available on outdoor play areas. Specify Laykold for tennis courts... non-abrasive Walk-Top for play areas. There are examples of each near you. We will gladly arrange an inspection trip.

Write for colored brochures, LAYKOLD TENNIS COURTS
and BITUMULS PLAYGROUNDS



200 BUSH STREET, SAN FRANCISCO 4, CALIFORNIA

E. Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md. Mobile, Ala. Columbus 15, Ohio
Tucson, Ariz. Seattle, Wash. Baton Rouge 2, La. St. Louis 17, Mo. Inglewood, Calif.
Oakland 1, Calif. Portland 7, Ore. Washington 5, D. C. San Juan 23, P. R.

Dictating, Transcribing Unit

SE-519

Records on Belt



The Dupli-Voice dictating and transcribing machine is light in weight (12 lbs.) and small in size (5½" x 10"). These features, combined with the hi-fidelity performance and economy of magnetic recording, answers a real business need. The Erase-o-matic belt reproduces with the same fidelity as tape or wire, can be used over and over again, and can be mailed or filed easily.

DUPLI-VOICE, INC., Algonquin, Ill.

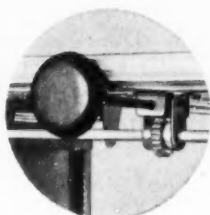
Introducing...



the **new** Royal steel adjustable desk

for typing and business machines

Built-in, precision-machined worm gear construction cannot slip and has automatic safety stops. Adjustable to any level between 26 and 30 inches.



This Royal Book-keeping Desk has a 16 inch drawer and in appearance and construction features, it matches the Royal Adjustable Desk. It is also available with a bookshelf



Designed to reduce student fatigue and increase proficiency, this new Royal steel desk has an adjustable platform which raises and lowers so that students of any stature can adjust it to fit their posture. The platform accommodates all manual typewriters, as well as electric, and is adjusted with a rubber-capped hand wheel. When the platform is transposed it becomes an ideal desk for business machines.

Arch-design one-piece welded 1½" tubular base rigidly supports steel cabinet and platform. Beautiful, 7-ply birch plywood top resists chipping, cracking and hard use. This new desk also has a pull-out shelf and lower book shelf and is finished in Tan-Taupe color, baked enamel. It has non-slip rubber floor protectors.

The new Royal Posture Chair matches the desk and has a 4-way adjustable backrest, providing proper posture for any student. Tubular steel legs match those of the desk. It has a 7-ply bent plywood seat and back. Contact your Royal dealer today.

metal furniture since '97



ROYAL METAL MANUFACTURING COMPANY

175 NORTH MICHIGAN AVENUE, CHICAGO 1, ILLINOIS DEPT. 174

Factories: Los Angeles • Michigan City, Ind. • Warren, Pa. • Walden, N.Y. • Galt, Ontario
Showrooms: Chicago • Los Angeles • San Francisco • New York City

Lifting Lid Desks SE-520

Have New Friction Hinge

A new patented, self-adjusting friction hinge for lifting lid desks has been introduced by Heywood-Wakefield Co. Shown right on Model S-1040-LL, the hinges provide proper tension for easy opening, yet do not permit the lid to slam down when released. The hinges are cadmium-plated steel, are equipped with fibre pads inside and are graphite-treated when assembled for quiet operation. The new hinges are now in production and are being regularly supplied



for all lifting lid desks made by Heywood-Wakefield.

HEYWOOD-WAKEFIELD Co., Menominee, Mich.

Tray Cabinets SE-521

In 9" and 12" Widths

Capitol Kitchens' line of base cabinets now includes a tray cabinet, available in both 9" and 12" widths. The finish is white baked enamel over bonderized steel; three vertical chrome rods permit easy storage of cafeteria trays, and there is a handy roller drawer for small utensils.

CAPITOL KITCHENS, 635 First Ave., Roselle, N. J.



SE-346
New Research Building of Wyandotte Chemicals Corporation, Wyandotte, Michigan.

One of Wyandotte's Laboratories showing Kewaunee Equipment with KemROCK Tops.

KemROCK
is one of our

TOP salesmen!



● Back of every piece of Kewaunee Equipment is nearly 50 years of constant advance in design, construction and working convenience that has kept pace with the progress of Industries, Hospitals and Educational Institutions.

● And when it comes to Tables, Sinks and other Laboratory pieces requiring "Tops" defiantly resistant to acids, alkalis, solvents, heat and abrasion—KemROCK steps into the picture as one of Kewaunee's "Top" salesmen. For example, back in 1941 Wyandotte Chemicals Corporation first ordered

Kewaunee Equipment with these "Toughest of all Tops." Now after 12 years of experience, Wyandotte again specifies "Kewaunee with KemROCK Tops" for their modern Research Building.

● KemROCK is an exclusive Kewaunee product made from natural stone (free from veins and seams)—impregnated and coated with a synthetic resin—then baked. It is jet-black—takes a high polish and adds much beauty as well as amazing extra service to Laboratory pieces.

New Free Folder on KemROCK

sent on request. Remember, too, that Kewaunee field engineers are available to you without cost or obligation.

Manufacturers of Wood and Metal
Laboratory Equipment

Representatives in Principal Cities



J. A. Campbell, President
5031 S. Center St. • Adrian, Michigan

Steam Regulator SE-522 Has Self-Closing Safety Feature

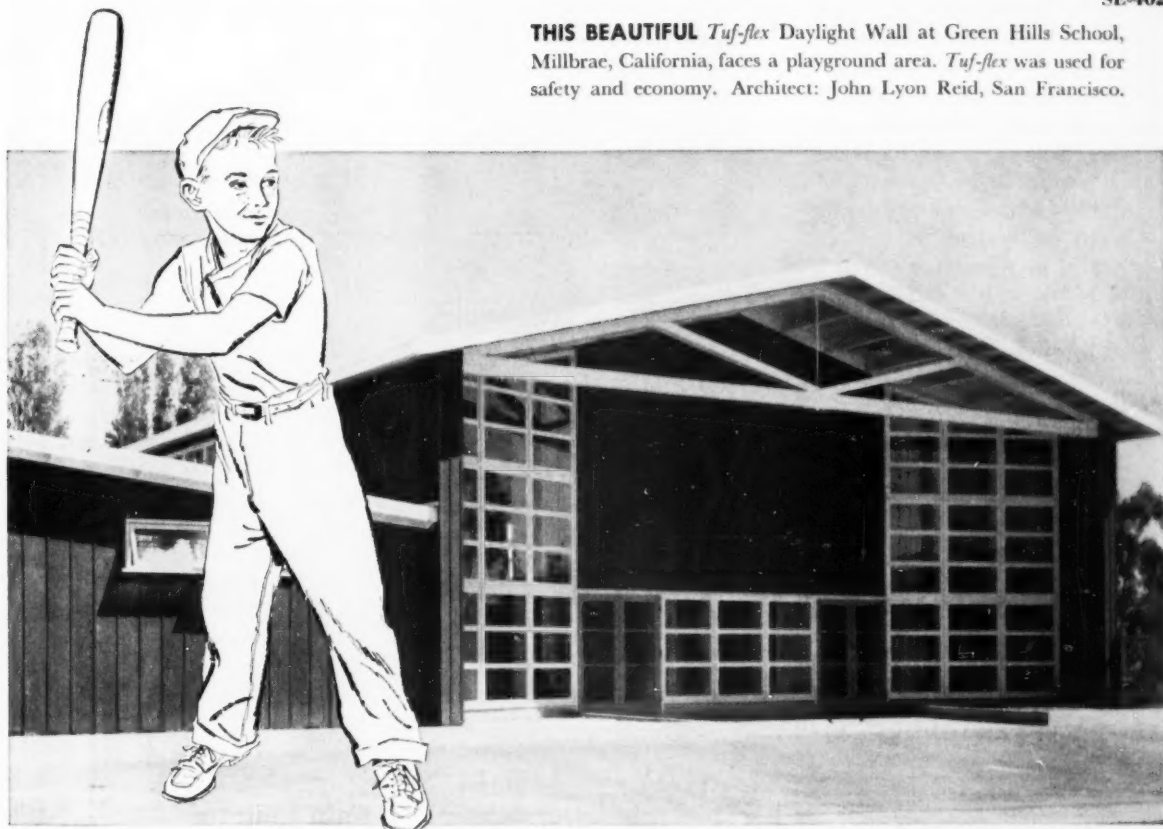


A self-closing safety feature which prevents overheating through an over-ride by accidental damage to the thermostatic steam regulator element has just been introduced by Lawler Automatic Controls, Inc. The SFS Lawler Steam Regulator "Fails Safe" by automatically closing a direct acting valve when the element accidentally fails. A reverse acting model "Fails Safe" by automatically opening the valve to prevent an over-ride of the temperature being controlled.

The regulator is constructed of bronze body, union ends and bellows bracket—the thermostatic element is of the vapor tension type and comes with 6' of armored capillary tubing, copper thermo bulb and tank bushing.

LAWLER AUTOMATIC CONTROLS, INC., 453 N. MacQuisten Parkway, Mt. Vernon, N. Y.

THIS BEAUTIFUL *Tuf-flex* Daylight Wall at Green Hills School, Millbrae, California, faces a playground area. *Tuf-flex* was used for safety and economy. Architect: John Lyon Reid, San Francisco.



THESE WINDOWS ARE **3-TO-5** TIMES TOUGHER

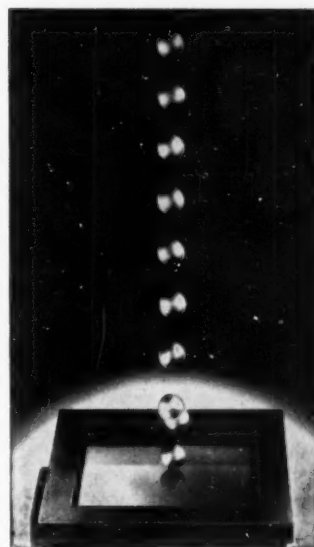
The fracturing effect of small boys on school windows is greatly reduced by *Tuf-flex** Tempered Plate Glass. This $\frac{1}{4}$ "-thick plate glass is heat tempered during manufacture to make it three-to-five times stronger than regular plate glass of the same thickness. It can stand severe shocks and blows.

Tuf-flex is a wise investment for windows on the playground side of your school. It is largely immune to foul tips, wild pitches and incompleting forward passes. It reduces both the danger and the replacement expense of broken windows. Consider *Tuf-flex*, too, if you have been having glass damage from vandalism.

Give *Tuf-flex* the baseball test yourself. Compare its cost against repeated reglazing. Your L·O·F Glass Distributor will gladly give you facts, and show you samples. Call him or write Libbey-Owens-Ford Glass Company, 8744 Nicholas Building, Toledo 3, Ohio. *®



LOOK AT THIS TEST! This shows a half-pound ($1\frac{3}{8}$ " diam.) steel ball being dropped on a piece of $\frac{1}{4}$ "-thick *Tuf-flex* from a height of ten feet and bouncing off without damaging the glass. If maximum impact resistance is reached, *Tuf-flex* disintegrates into small, relatively harmless pieces.



TUF-FLEX TEMPERED PLATE GLASS

Made by LIBBEY · OWENS · FORD GLASS COMPANY

Adding Machines SE-523

Have Many New Features

The Director 200 is a new line of adding machines just introduced by Burroughs Corp. Among the outstanding features of the new machines are adjustable spacing controls which permit multiple spacing of figures on the tape from one to five spaces or a maximum of five-sixths of an inch. This provides room for tape notations and flexibility for use with bookkeeping forms. These controls also provide "pop-up answers" from the total key, which allows the operator to tear off the



tape below the total figure without twirling the platen knob forward.

Key action has been redesigned so

that a light touch results in smooth operation, reducing operator fatigue.

BURROUGHS CORP., Detroit 32, Mich.

Mimeograph Stencils SE-524

Carbon Cushion Sheet Factory-Attached

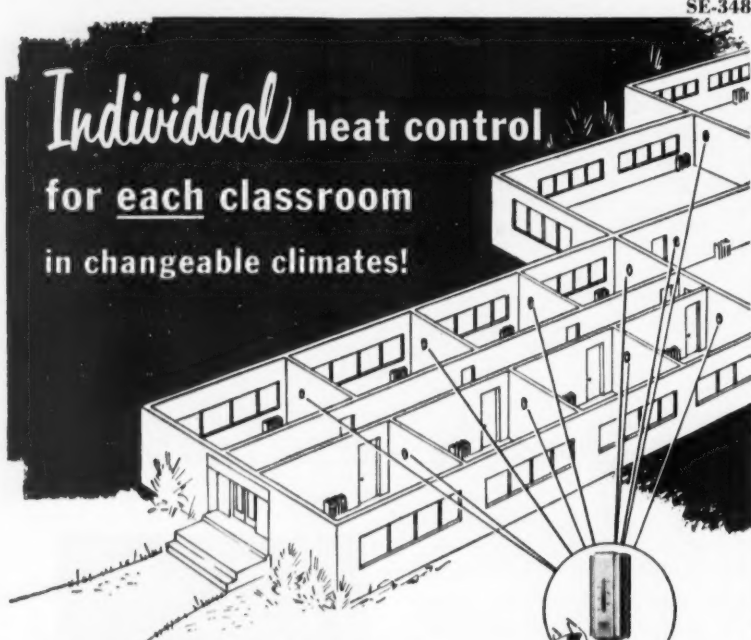
The B D C Stencil now has the carbon cushion sheet factory-attached in the same way that modern office forms are interleaved with snap-out carbons. Each stencil is ready to type immediately.

The B D C also introduces Soft-Green, a new stencil color designed to reduce eye fatigue and decrease errors. Proof reading becomes as effortless as reading a typed letter.

The new B D C coating minimizes type clogging, does not require a top film, and produces a sharp impression.

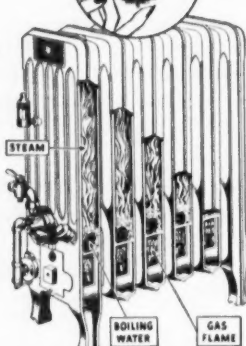
BOHN DUPLICATOR CORP., 260 Fifth Ave., New York 1, N. Y.

Individual heat control for each classroom in changeable climates!



Each classroom can be heated independently, resulting in a substantial saving in fuel costs. You see, each GASTEAM RADIATOR is an independent steam-heating plant, requiring no steam or water connections, boiler or boiler room—only a small gas connection and a vent pipe are needed. Thus you save a considerable sum in the total cost of your heating plant. That's how CLOW GASTEAM RADIATORS will stretch your school budget. And GASTEAM's independent operation saves fuel in still another way, too: the Radiators on the chilly windward side of a building keep going, while those on the warm sunny side turn off automatically!

Write today for full details of GASTEAM's healthful steam heat and how perfectly it meets the needs of the South's mighty school expansion program.



MAKES ITS OWN STEAM HEAT WITH GAS—Approved by the American Gas Association for use with City, Butane or Propane gas. Listed by Underwriters' Laboratories.

JAMES B. CLOW and SONS
201-299 N. Talman Avenue Chicago 80, Illinois

Coin Counter SE-525

Counts and Packages Coins



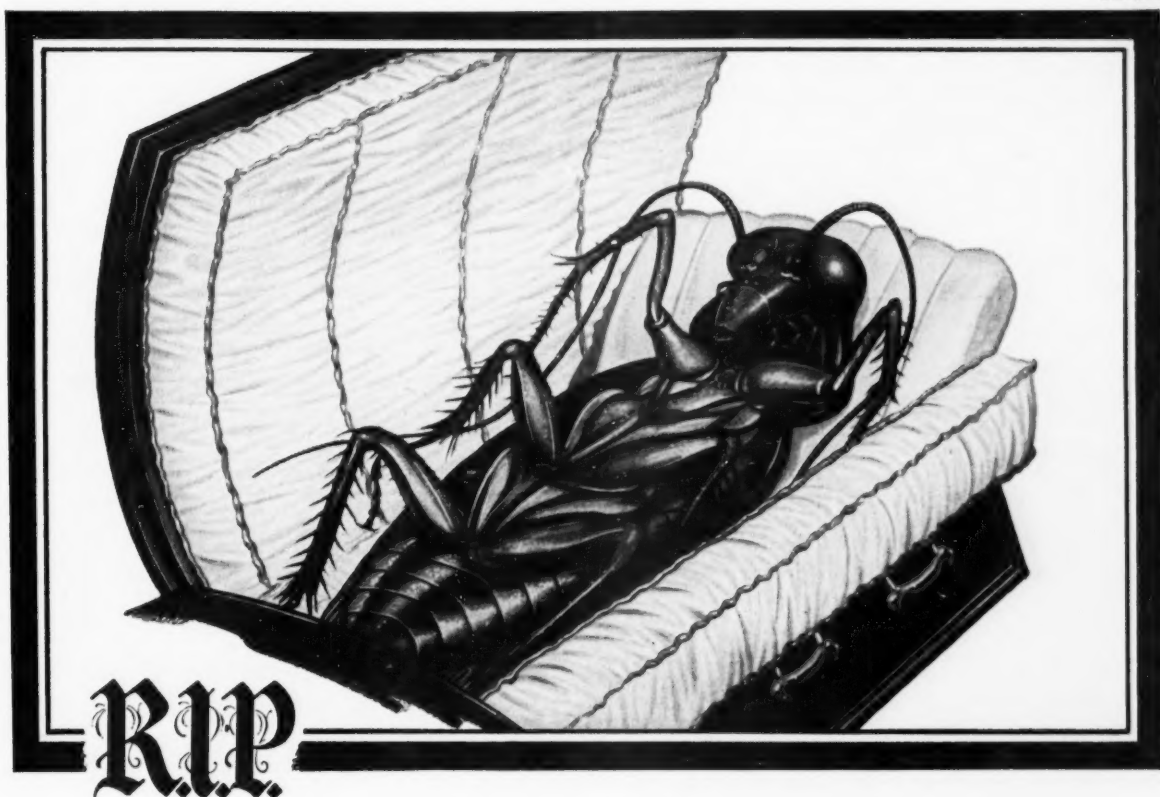
The Klopp Portable Coin Counter counts pennies, nickels, dimes, and quarters packages them for bank deposit, 15 times faster than the work can be done by hand.

Complete accuracy is an important feature. A single adjusting knob is all that must be set. If the coins are being packaged, a second knob is turned to the number of coins per pack and coin flow and count automatically cut off when the stipulated number of coins have been packaged.

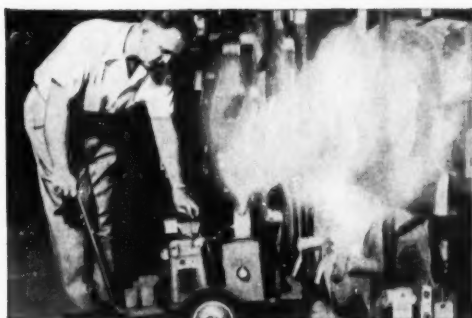
The device folds compactly, weighs only 14½ lbs., and is equipped with a carrying handle.

KLOPP ENGINEERING, INC., 35551 Schoolcraft, Livonia, Mich.

(Continued on page 174)



control insects with **VAPOSECTOR!**



West Atomizing Equipment (portable or permanent) has exclusive suction spray nozzles that produce a "dry fog" with uniformly sized 8-micron VAPOSECTOR droplets. These nozzles use less insecticide, cover a wider area, produce a greater kill.



42-16 West Street, Long Island City 1, N. Y.
In Canada: 5621-23 Casgrain Ave., Montreal
Branches in principal cities

High-potency VAPOSECTOR is formulated for the realist who has an insect problem and wants to get rid of it — *fast!*

VAPOSECTOR is many times more concentrated than the standard grade AA spray — and over four times as economical in use. There's no danger of contamination or odor when used according to directions. It is non-corrosive and will not injure metals, finished surfaces or fabrics, when used as directed.

VAPOSECTOR controls insects by "double penetration." When used with West atomizing equipment, it becomes a "dry fog" that reaches and penetrates hiding places, and then penetrates the insect's outer covering for a permanent kill. Insects have no place to hide, no time to escape. Demonstrations have revealed dead insects in numbers never thought possible.

West can supply VAPOSECTOR, special mill sprays and fumigants, residual and contact insecticides, spraying equipment — or a *complete insect control program tailored to fit your needs!*

WANT DETAILS?

Tear out this coupon and mail it with your letterhead.

☐ I'd like a FREE copy of West's 36-page booklet on INSECT CONTROL.

☐ I'd like to talk to a West representative about INSECT CONTROL — without obligation.



Dept. 15



NOVOPLY PANELING saved construction costs when it was used in place of plaster in the Unqua School, Massapequa, L. I. Typical

classroom shows walls and sliding closet doors of Novoply. Panels only need an occasional waxing. Architect: George J. Dippell.

How beautiful Weldwood cuts school maintenance costs



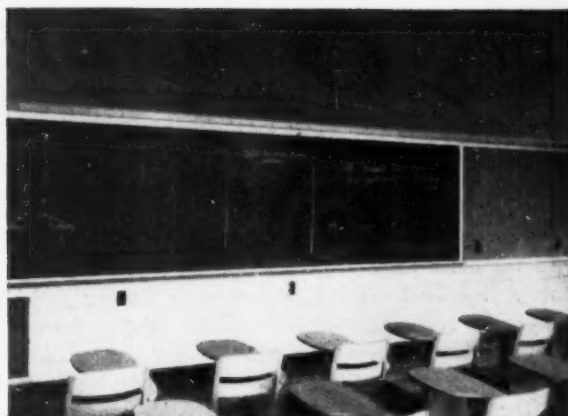
WELDWOOD OAK PANELS give reading room inviting, informal atmosphere in the Unqua School. Weldwood hardwood panels grow more attractive with time, retain their beautiful finish indefinitely. Architect: George J. Dippell.



WELDWOOD BIRCH BUILT-INS shown here are the picture of functional beauty and orderliness. Natural hardwood grain adds warmth and personality to cabinet doors. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



BEAUTIFUL WELDWOOD HARDWOODS used in wainscoting and cabinets of the Health Room in the Unqua School, Massapequa, Long Island, are the picture of cleanliness. The warm natural Weldwood oak paneling is a welcome relief from the usual drab "hospital" look. Architect: George J. Dippell.



ARMORPLY CHALKBOARD never needs resurfacing or replacement. Special porcelain-on-steel surface takes chalk beautifully and holds visual aids with magnets. Doesn't scratch, chip, or dent. Bergen County Vocational School, Hackensack, New Jersey. Architect: Lawrence C. Licht.

No need for frequent, costly redecoration. Weldwood products keep school interiors looking cheerful, well-groomed and attractive for years

Whether you are planning a new school or remodeling an old one, it will pay you to investigate the savings with Weldwood products. For beautiful Weldwood panels require little or no upkeep other than an occasional waxing. They never need painting or redecorating.

NEW—NOVOPLY® Consider Novoply, the new wood wall panel which takes rugged treatment and keeps its beauty. The rich "mosaic" look hides nicks and dents, yet the surfaces, which are good both sides, are smooth and stay attractive. Low-cost Novoply is ideal for wall paneling, furniture, and built-ins. Comes in warm pine, or glowing California redwood.

ATTRACTIVE HARDWOOD PANELS. Then there's the wide choice of exquisite Weldwood hardwoods, dozens from which to choose, the finest woods imaginable. Weldwood's natural wood grain adds the touch of warmth, infor-

mality and good taste. Here's real practicality and economy. The luxury of genuine wood panels that grow more beautiful with time, need little or no upkeep—and are guaranteed to last the life of the building.

ARMORPLY® CHALKBOARD. It will pay you to investigate Armorply® Chalkboard. Hundreds of installations coast-to-coast. Its velvet-smooth green surface takes chalk beautifully. Simple to clean . . . permanently defies abrasions, scratching, chipping, cracking or denting. Will not break or shatter. Easily maintained. Does double duty as a board for visual instruction. Small magnets "pin" visual aids and charts to its porcelain-on-steel surface*. Guaranteed to last the life of any building.

These are only a few of the Weldwood products that help keep school housekeeping and decorating expenses low. Investigate them all before you build or remodel. For helpful information, write or visit any of the 60 United States Plywood or U.S.-Mengel showrooms located from coast-to-coast; or see your local lumber dealer.

*The porcelain enamel surface by The Bettinger Corp.

Novoply, Armorply Chalkboard, Weldwood are registered trademarks

Weldwood®

United States Plywood Corporation

WORLD'S LARGEST PLYWOOD ORGANIZATION

Weldwood Building, 55 West 44th Street, New York 36, N. Y.

and

U. S.-Mengel Plywoods, Inc.
Louisville, Kentucky



DISTRIBUTING UNITS IN 60 PRINCIPAL CITIES

United States Plywood Corporation
Weldwood Building, 55 West 44th Street, N. Y. 36, N. Y.

FREE: Please send me literature on ☐ Novoply ☐ Armorply
Chalkboard ☐ other

SE-4-54

Name.....

Position in school, schoolboard or other.....

Address.....

City..... State.....

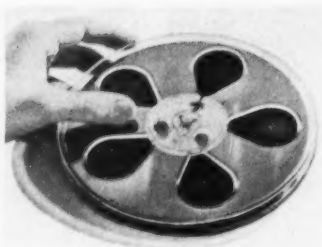
Plastic Reel

SE-526

For Sound Recording Tape

The 7" plastic reel for magnetic sound recording tape shown at right has a 2 1/4" hub which provides accuracy of timing and freedom from tension stresses. Additional tape storage space eliminates the danger of the outer turns slipping off the reel. It holds the full 1200 feet of tape with ample capacity for adding long leaders at both ends and between selections on the reel.

The reel flanges have larger, solid web areas, providing more space for



labeling and giving greater protection to the rolled tape. Raised edges around the rim and flange openings give increased strength and rigidity with minimum weight and also serve to keep the large clear plastic flange

surfaces from becoming scratched or marred in normal handling.

AUDIO DEVICES, INC., 444 Madison Ave., New York 22, N. Y.

Casters

SE-527

Have Shock Absorber Design



Bassick's Floating Hub design has been incorporated in four new medium-duty casters. This construction literally "floats" a spring-controlled caster wheel in the frame, thereby providing mechanical resiliency between the rim and the axle. Even when traveling over bumps, all four wheels stay in contact with the floor to absorb shocks safely.

The new Bassick Series "09" and "10" comes with 5 1/2 and 7" diameter wheels in either swivel or rigid design. They are available with rubber or semi-steel tread wheels in 2" tread widths.

THE BASSICK CO., Bridgeport 2, Conn.

Desk-Chair Sets

SE-528

Designed for Utmost Flexibility

The Premier 54 Desk and Chair Sets have been designed by Beckley-Cardy Co. to provide flexibility to meet individual and group activity needs from the grades through high school. The open-end book box with steel front, sides and bottom, features a solid maple top. Generous seats and backrails of all hardwood, maple-faced plywood, are shaped to approved posture requirements.

BECKLEY-CARDY CO., 1632 Indiana Ave., Chicago 16, Ill.

(Continued on page 178)

REALOCK FENCE



keeps your guard up

With a Realock Fence enclosing your buildings and grounds, your guard is always up against the risks of unauthorized entry. Realock Fence means ever-present protection...saves you money by eliminating need for extra watchmen

...protects against potential loss from burglary and vandalism.

Consult your classified telephone directory for nearest sales office or write to any of our three division offices for free estimate or catalog.

BRANCHES IN ALL KEY CITIES

THE COLORADO FUEL AND IRON CORPORATION
Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION
Buffalo, New York

2053

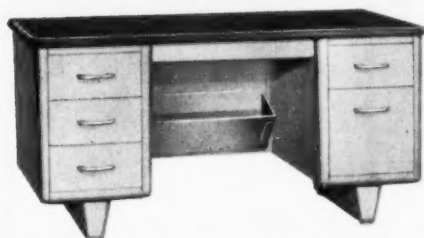
REALOCK FENCE

THE COLORADO FUEL AND IRON CORPORATION

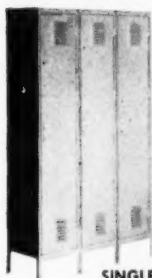
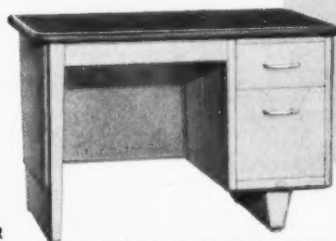


SMARTLY-STYLED SCHOOL FURNITURE...

RUGGEDLY-BUILT SCHOOL LOCKERS!



NO. 6629 PRINCIPAL'S DESK

SINGLE-TIER
LOCKERS

NO. 6647 TEACHER'S DESK



More and more, schools are turning to ASE for all their office and classroom furniture. They know that ASE equipment means lasting beauty . . . longer life . . . that ASE builds to the highest standards of quality. Here, truly, is beauty with a purpose. Stylite tan finish to match your school-room furniture. Ask about the entire ASE line. You'll find school office furniture and lockers for every purpose.

DOUBLE-TIER
LOCKERSNO. 810
UTILITY CHAIR

NO. 6276 LIBRARY TABLE

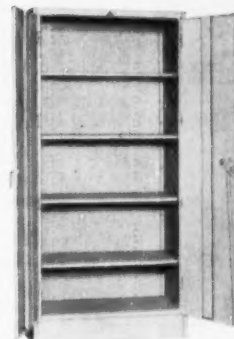
BOX AND MULTIPLE
TIER LOCKERS

NO. 5401 FILE

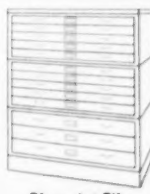
ASE FILES ARE
AVAILABLE IN
3 COMPLETE
PRICE RANGES



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NO. 3487
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WRITE US TODAY FOR
FURTHER INFORMATION.

NO. 1023
Secretary's ChairNO. 540
Drafting Chair

Blueprint File



No. 5201 File

No. 3489
Wardrobe

ALL-STEEL EQUIPMENT INC.

Aurora,
Illinois

School Executives Grade NEWCOMB

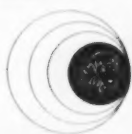
MODEL R-16
3-SPEED
TRANSCRIPTION
PLAYER **A+**

Only Newcomb gives you
"FLOATING SOUND!"



Get Newcomb's
High Quality
at Low Cost
... Model R-16
Transcription Player
and P.A. System. Powerful 5 watt
straight A.C. amplifier, efficient 10" Alnico 5
dynamic loudspeaker. Plays all records
up to 17 1/4". Doubles as P.A. system.


| QUESTION | NEWCOMB ANSWER | GRADE |
|---------------|---|-------|
| Portable? | COMPLETELY! Easily carried by your tiniest instructor. Model R-16 weighs only 22 pounds. | A+ |
| Rugged? | YES! Built to withstand rough school use. The big Newcomb speakers are protected by metal grille, the corners of the sturdy carrying case are guarded by metal. | A+ |
| Versatile? | YES! Model R-16 plays all records—33 1/3, 45 and 78 RPM—up to 17 1/4". Use it, too, as public address system by attaching Newcomb-Shure Model CR-11 microphone. | A+ |
| Safe? | ENTIRELY! Users cannot be injured through electric shock. All Newcomb school equipment gives you the safety of 100% transformer powered A.C. construction. Completely U/L-approved. | A+ |
| Fine Tone? | YES! Beautiful console-like, full-range tone and distortion-free volume from large 10" speaker assure superb reproduction. Feather-weight crystal pickup prolongs record life. | A+ |
| Needle Skips? | NO! Shockproof, exclusive "Floating Sound" construction prevents needle-skipping. | A+ |
| COMMENTS: | <i>Fine performance in Schools throughout the Nation!</i> Mail coupon below today for complete information on entire line of Newcomb school equipment, including the exclusive variable-speed TR SERIES. | A+ |



Listen... and you'll hear something wonderful...

NEWCOMB
SOUND LEADERSHIP SINCE 1937

SCHOOL PHONOGRAPHS • HIGH FIDELITY AMPLIFIERS
& TUNERS • COMMERCIAL SOUND SYSTEMS • MOBILE &
PORTABLE PUBLIC ADDRESS SYSTEMS



SEND FOR FREE CATALOG TODAY!

NEWCOMB Dept. 54,
6824 Lexington Ave., Hollywood 38, Calif.

Please send me:

☐ Illustrated free catalog, giving full details on Newcomb school phonographs and transcription players.

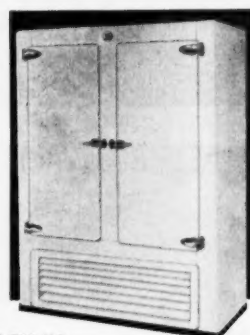
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ADDRESS _____

CITY _____ ZONE _____ STATE _____

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FIRST
WITH THE
FINEST!



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SUPREME
MILK & BEVERAGE
COOLER

Dependable, economical, top quality Reach-Ins. Spacious interiors — easily cleaned — adjustable shelving — paint grip, zinc grip steel exterior — automatic lighting.

Designed especially for schools and institutions. Supreme Cooler is attractively finished in blue baked enamel — stainless steel lids — 3" Fiberglass insulation.



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It's the **CLICK**
that counts



Available with
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Master Key

For quickest and easiest operation, plus economy, security and durability — it's the Gougler Keyless Lock. In the dark or in the light, just Count the Clicks — presto, it's open.

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Youngsters get Sound Treatment ...for better learning

Slow students are not always themselves at fault. In case after case throughout America's schools, the "sluggish learner" is a victim of noise: the din of routine school activity. Classrooms and corridors catch and magnify the scuffling of feet, shrilling voices. Improper acoustics in auditoriums, audio-visual rooms, and classrooms prevent clear hearing, and clear thinking.

Until Acousti-Celotex Sound Conditioning steps into the scene to give the schoolchild and the teacher an even break.

Economically Effective

For many, many of these schools, the low-cost answer has been found in a sound-absorbing ceiling of Acousti-Celotex Tile. The resultant quiet, the improved acoustics key up class attention and increase learning ability. In

corridors, classrooms, auditoriums, libraries, cafeterias, study halls, music rooms, and gyms... both teacher and pupil find hearing bettered, in an atmosphere of *quiet comfort* that benefits all.

Maintained With Ease

Acousti-Celotex Tile is quickly installed, requires no special maintenance. It provides a surface of unusual sound-absorption and beauty, that can be washed repeatedly and painted repeatedly with no loss of sound-absorbing efficiency.

Mail Coupon Today for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a free factual booklet, "Sound Conditioning for Schools and Colleges." No obligation!



ACOUSTI-CELOTEX

REGISTERED

U. S. PAT. OFF.

Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. La Salle St., Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec.

—Mail Now!—

The Celotex Corporation, Dept. D-44
120 S. LaSalle St., Chicago 3, Illinois
Without cost or obligation, please send me the
Acousti-Celotex Sound Conditioning Survey Chart,
and your booklet, "Sound Conditioning for
Schools and Colleges".

Name

Address

City Zone State

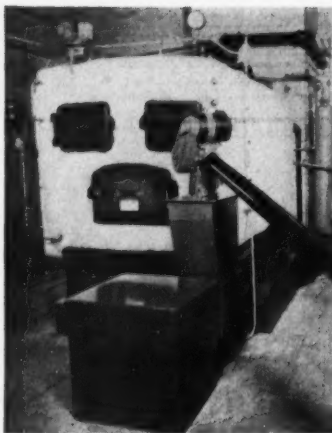
Heating System

SE-529

Offers Fuel Cost Economies

The Motorstoker Crossfeed is one of the newly developed automatic anthracite burning units for schools and other large buildings. These boiler burner and conversion burner units offer building operators a completely clean, smokeless heating system with new burning efficiencies, and economies in installation, maintenance and fuel cost. They burn the small inexpensive sizes of anthracite and combine automatic bin feed with mechanical ash removal systems.

HERSHEY MACHINE & FOUNDRY



Co., Manheim, Pennsylvania.

Flat Paint

SE-530

In Eight New Ready-Mixed Colors

Painters & Decorators Latex Flat is now available in eight factory tinted shades and white for large scale painting jobs in schools. The paint provides maximum light reflection without objectionable glare. The colors have exceptional color retention and may be washed as often as necessary to keep them clean and fresh looking.

The use of polyvinyl acetate in the formulation gives the paint toughness, bonding, and adhesion. Applied by brush, spray or roller methods on new or painted plaster, plaster board, cement, or cinder blocks.

The paint is odorless and non-flammable.

THE F. O. PIERCE CO., 2-33 50th Ave., Long Island City 1, N. Y.

Record Player

SE-531

Pickup Lengthens Record Life

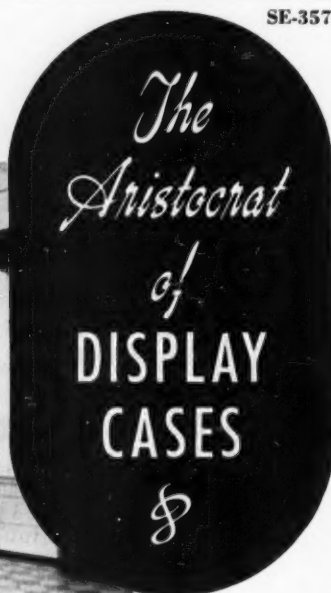
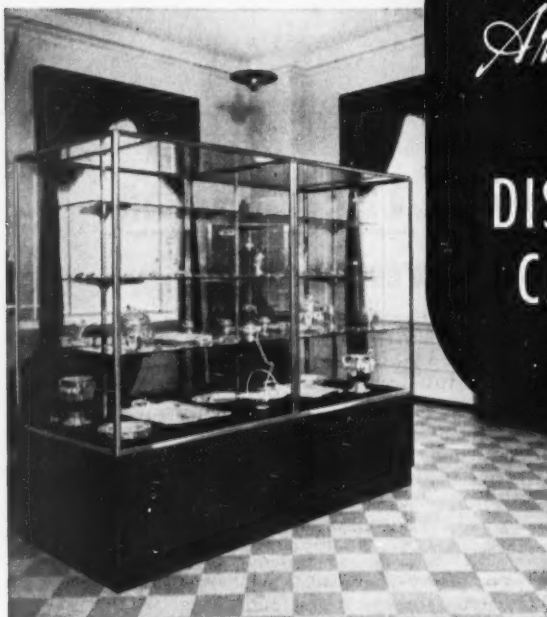


The useful life of phonograph records can now be extended two or three times by the use of a new pickup with wrist action. This is possible because the pickup utilizes lifetime lubricated bronze bearings to lower lateral pressure on record grooves to less than 2 grams, plus the wrist-action feature wherein only the pickup head rests on the record groove rather than the full arm.

Another feature of the pickup is the use of a micarta mounting swivel. This insulates the pickup for separate grounding, an important feature in high fidelity systems.

CALIFONE CORP., 1041 N. Sycamore Ave., Hollywood 38, Calif.

(Continued on page 182)

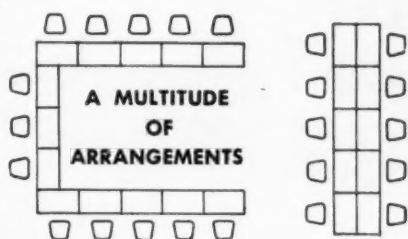


"Aristocrat" best describes Michaels "Time-Tight" exhibit cases. They are in a class by themselves... the product of painstaking care throughout every manufacturing process. They are designed for beauty as well as utility, and incorporate many outstanding features such as Innerlocking frames, a Michaels exclusive; fully mitered intersections; and there are no screws exposed on the surface of the frames except where necessary for access panels. These and other structural details reduce to a minimum the possibility of theft, and the ingress of dust and vermin.

"Time-Tight" cases are made in a range of sizes and styles sufficiently wide to meet virtually all the exhibit requirements of universities, schools, science laboratories, museums, art galleries, libraries, industrial, and others.

Write for literature giving complete details and specifications.

THE MICHAELS ART BRONZE CO., INC.
243 COURT ST., COVINGTON, KENTUCKY



INDIVIDUAL

Student Desk

AMERICAN DESK NO. 90 UNIT

SO LIGHT, SO EASY to handle,
so practical for multitude arrangements.
Today, in American schools, the No. 90
unit serves classes arranged for standard
lecture procedures, placed together in any
size group, lined around the room for
discussion work, etc. This desk provides
fine, flat working areas and a wide, deep
storage space. Top of maple or birch or
plastic. Panels of steel; legs of tubular steel.



- + PRACTICAL
- + ECONOMICAL
- + FLEXIBLE

The No. 11 Standard Chair
pictured to the left is the per-
fect companion piece for
the desk. Sizes for match-
ing in each age group.

Ask your dealer for a demonstration of American Desk School Furniture

American Desk

MANUFACTURING COMPANY • TEMPLE, TEXAS



the ultimate in CENTRAL CONTROL ALL-FACILITY SCHOOL SOUND



MODEL S260

Rauland

Dual-Channel All-Program System PLUS Intercommunication

NOW, you can have the most *complete* program, distribution and operational facilities ever designed in a School Sound System. The RAULAND S260 Console, with facilities for up to 160 classrooms, simplifies administrative control, provides the most versatile distribution of microphone, radio, phonograph and recorder programs to enhance instruction, and offers simultaneous 2-way communication between any classroom and central control Console. Here, truly, is the ultimate in School Sound.

- ① **FM-AM RADIOS:** Two (2) supplied. Selects for distribution to any or all rooms, any radio program on the complete FM band or the entire AM standard Broadcast Band.
- ② **PROGRAM PANELS:** Two (2) supplied—selects any two of 6 microphones and mixes them as desired, or mixes one microphone with Radio, Room-Return or any one of 4 programs—Transcription Phono, Record Changer, Tape Recorder or Remote Line.
- ③ **MASTER CONTROL PANEL:** Provides 2-way conversation with any room. Includes one-operation Emergency Switch placing Console microphone instantly in contact with any or all room speakers. Also includes for 2 automatic Program Clock and Monitor Speaker controls.
- ④ **SWITCH PANEL:** Selects any or all rooms (available with up to 160 room capacity) for program distribution. Switches provide distribution for 2 programs, for intercommunication and for room-return.
- ⑤ **TRANSCRIPTION PLAYER:** Plays records of all sizes and speeds, including 16" transcriptions. Record Changer and/or Tape Recorder may also be used with facilities to distribute all three programs.

WRITE FOR FULL DETAILS

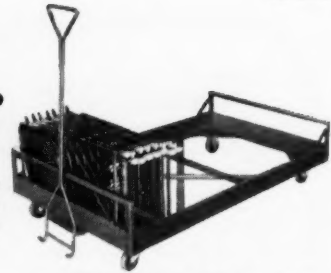
RAULAND-BORG CORPORATION

Rauland-Borg Corporation
3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have
... classrooms; auditorium seats.

Name Title
School
Address
City Zone State

SPEEDY COMPACT STORAGE



HORIZONTAL TRUCK For under-stage storage. Holds 36 chairs, can be hooked in tandem. 37¾" wide x 64¾" long x 23½" high with chairs

with

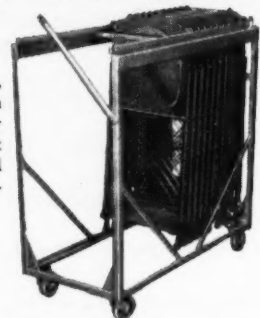


CHAIR TRUCKS

Stretch your storage space, shorten set-up and take down time with BTC Hostess Chair Trucks. They're sturdily built of riveted and welded structural steel—have smooth-rolling, rubber-tired wheels.

Finished in Gunmetal
baked enamel.

• WRITE
FOR FOLDER



VERTICAL TRUCK Enables one man to gather, move and store 24 chairs with ease. 19¾" wide x 42" long x 44" high without chairs.

THE BREWER-TITCHENER CORPORATION, CORTLAND, N. Y.

SE-382

KEEP LIME OFF without Dangerous Acids

USE KLENZADE

FLASH-KLENZ

Harmless to Skin - Non-Corrosive to Equipment

Removes and prevents lime on dish machines, dish tables, steam tables, bain-maries, glassware, and miscellaneous stainless steel equipment. Organic acid detergent, harmless to hands. Simple, effective to use.

Write for Information On
Your Lime Problems



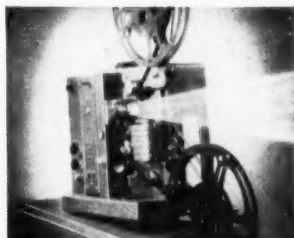
KLENZADE PRODUCTS, INC.

Branch Offices and Warehouses Throughout America
BELOIT, WISCONSIN

See us at the National Restaurant Show, Chicago



Hey, we're gonna see **REAL** movies
—she's using the RCA "400"!



CONFIDENCE seems to be a natural feature of any film-showing that makes use of the RCA "400" projector.

It's so easy to set up . . . so thoroughly dependable . . . that teachers, operators, and pupils have learned to trust it to provide a **REAL** showing . . . not a show of mechanical temperament.

Try the RCA "400" yourself. See if you don't discover a new interest in the action on the screen . . . the

kind of absorbing interest you experience only when sound and projection are perfect, and equipment needs no pampering. See if you don't find out, too, why teachers develop a new confidence in audio-visual presentations when they discover the RCA "400".

Have you started a student operators' club? Membership cards and pins are free. See your RCA Audio-Visual Distributor.

For information on the complete RCA 16mm sound projector line, contact your RCA Audio-Visual Distributor or **MAIL COUPON NOW.**



AUDIO-VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

ENGINEERING PRODUCTS

CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal

Radio Corporation of America
Dept. D109, Building 15-1
Camden, New Jersey

Please send me your free booklet,
RCA "400" Senior and Junior Sound Film Projectors

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____



Mopping Tank

Has Been Streamlined

SE-532



The White Mopping Tank has

recently been redesigned. The chassis is now of all-steel welded construction and is equipped with plate type, ball bearing wheels, cadmium plated.

There are two separate water compartments equipped with an easy-to-operate wringer. The wringer is made with one solid rubber and one corrugated plated steel roller and embodies the White toggle leverage principle, providing tremendous pressure on the mop with very little effort.

WHITE MOP WRINGER CO., Fultonville, N. Y.

Typewriter

SE-533

Has 40 New Features



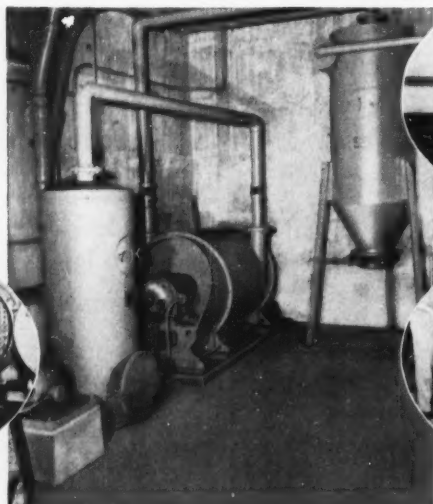
The latest Underwood Standard Typewriter 150 shown above has 40 new features. It is equipped with a roller bearing carriage and is completely redesigned along modern lines. Keyboard tuning with four added tension adjustments give 23 variations for personal touch preference.

Maximum machine protection is obtained through the introduction of a grit guard dust shelf on the segment. Dust proof ribbon covers, easily raised and lowered for speedy ribbon changing, also protect the machine from dirt and erasures. A swing-clean front plate, released by a slight finger pressure, permits easy type cleaning.

Finished in non-glare Underwood gray with harmonious blue control keys and platen knobs, the 150 has a keyboard of thermoplastic material.

UNDERWOOD CORP., One Park Ave., New York 16, N. Y.

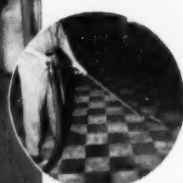
SE-360



BOILER
TUBES



CARPETS



WOOD



LINOLEUM

Yeshivah—BROOKLYN

modernizes its cleaning methods

with Spencer



WRITE FOR
BULLETIN

Here is a thoroughly modern school which is also used for community weddings and parties. The new addition, Samuel Juster, Architect, is provided with a Spencer Stationary system with an added soot separator for cleaning the boiler tubes.

All kinds of floor surfaces are cleaned after every working day by three operators. The piping is steel tubing, which is saving on original installation cost in many types of buildings.

In any building there are more than twenty ways to save with Spencer Vacuum. It cleans faster, better and with lower maintenance. It will pick up water, clean the air conditioning system, machinery, even dry mops, with a special attachment. Ask for the new bulletin describing the many uses and economies.

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

471-G

Sweeping Compound

SE-534

Is Fire Safe

Hil-Sweep Sweeping Compound will not soften wax film or any surface floor treatment. It is also safe to use on asphalt tile and other resilient flooring. This compound contains no emulsified oils and so leaves no oily residue to darken, discolor, soften or bleed colors.

The product is sprayed or sprinkled on brush, mop or dust cloth. After using, simply shake out and the brush or cloth is ready to use again. Extremely high in coverage, Hil-Sweep imparts a pleasant aroma where used.

HILLYARD CHEMICAL CO., St. Joseph, Mo.

(Continued on page 186)

Teach with the VU-LYTE

Teach with the FINEST!



Opaque Projection with the VU-LYTE is one of the finest methods known to communicate ideas, get facts across so they're remembered. Every day, Educators find more proof that the VU-LYTE is the most effective teaching tool they have ever used.

The VU-LYTE projects anything in its natural colors. Pictures, books, solid objects, diagrams, magazines, homework papers. No preparation is necessary. Simply insert the original copy, flick the switch.

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Interested in quicker, better learning? Mail the coupon for a Free Demonstration, to be given at your convenience. You'll be surprised at how the VU-LYTE gives expression to your full Executive potential! No obligation, of course.

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 Charles Beseler Company,
 60 Badger Avenue, Newark 8, N. J.

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Please arrange for a **FREE DEMONSTRATION** at my convenience.

Name _____ Position _____
 School _____
 School Address _____
 City _____ Zone _____ State _____

MAIL COUPON TO: Educational Division,

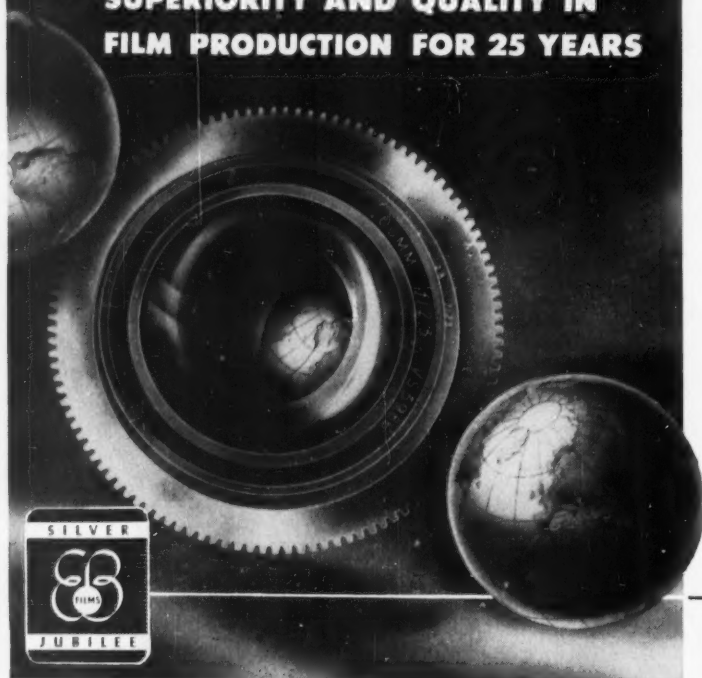
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60 Badger Avenue, Newark 8, New Jersey

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SUPERIORITY AND QUALITY IN
FILM PRODUCTION FOR 25 YEARS**



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Film Guides, supplement-
ing each current EB Film



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SE-387



PICNIC TABLE

Durable and firm. Comfortably seats 8 persons. Easy access—no straddling of or climbing over supports. Easily dismantled for compact storage.

Illustrated: WELLS Picnic Table No. TP72.
Welded frames of 1½" OD heavy steel tubing. Top and seats of 2" x 10" nominal, "B or better" marine spar treated Douglas fir. 72" long. Top 29" wide. Weight 186 lbs.

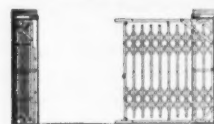
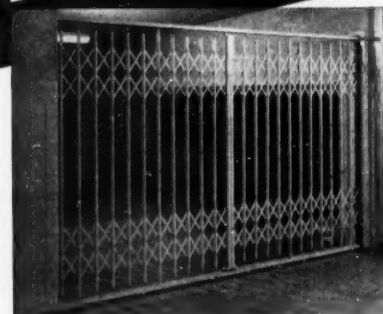
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Since 1924

6880 Troost Avenue (P.O. Box 192)
North HOLLYWOOD, California

SE-388

Day and Night, More Schools Rely On...

Acorn folding gates



(Illustrated above) Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

Impersonal, architecturally correct, ACORN "in-a-wall" Folding Gates keep evening crowds neatly channeled into auditorium or gymnasium, away from unused classrooms. The evening over—gates fold into small flush cabinets. No fuss, no bother! Complete, dignified security! An ACORN gate for any requirement. See Sweet's Architectural File, or write for new catalog TODAY.

Acorn Wire and Iron Works

4900 South Kilbourn Ave., Chicago 32, Illinois

Horn Equipment . . . designed with you and your gym in mind!

HOW HORN INCREASES GYM USE:

- *Partitions open, gym seats closed . . .*
one gym for boys and one for girls, or
one gym for games and one for classes
- *Partitions closed, gym seats closed . . .*
team practice, intra-school contests, large
group instruction
- *Partitions closed, gym seats open . . .*
exhibitions, tournaments, games, assem-
blies, meetings, demonstrations



Yes, now your every need for gym use can be met without back-breaking work. Just install Horn Folding Partitions and Gym Seats!

Horn Partitions give you *two* gyms with a flick of the finger! The entire operation of cable-driven Horn Partitions is electric. In approximately two minutes, they unfold smoothly and silently, seal space between door and floor, lock securely in place without bolts.

Horn Partitions increase gym time by permitting separate but simultaneous activities. When the third or full gym is needed, they fold into compact, space-saving units . . . as easily as they are opened.

Spectators, even the tallest, cheer the ample leg-room and chair-height comfort of Horn Gym Seats. When Gym Seats are folded, they use little valuable floor space and protect players with smooth, sloping surfaces.

Cross-braced Horn Gym Seats extend quietly without undue friction and in one continuous motion

through the telescoping principle. Safety first, too, as *each* row automatically locks as it opens. To close, seatboards rise to an upright position and practically fold all by themselves.

Horn maintains a complete design engineering service to help you solve your individual problem in gymnasium flexibility. And Horn Equipment is custom-installed by factory-trained men. Why not write for the name of your nearest Horn representative?



Seen the big, new catalog on
Horn Folding Classroom
Wardrobes? Send for your free
copy today!

Horn School Equipment Division of
THE BRUNSWICK-BALKE-COLLENDER COMPANY
623 South Wabash Avenue • Chicago 5, Illinois

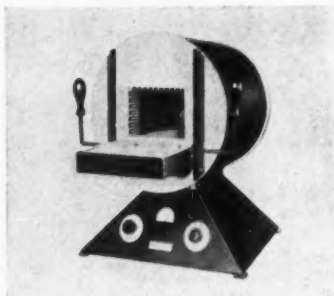
Horn

Ceramic Furnace SE-535

Also Used for Heat-Treating Tools

Hevi Duty Electric Co. has an improved furnace (for temperatures up to 2000°F) that can be used in enamelling and other ceramic work.

The furnace is a complete, self-contained unit with all the necessary temperature indicating and accurate control devices located in the pyramid type furnace base. It is shipped ready



to plug into any standard 110 volt outlet. The furnace is ruggedly con-

structed and well insulated, assuring little heat loss. The heating elements are the standard high quality "Multiple Unit" type designed for bisque and glaze firing at temperatures to 2000°F.

HEVI DUTY ELECTRIC CO., Milwaukee 1, Wis.

Record Player SE-536

Plays All Three Speeds



The Model 36 Record Player, made by Audio-Master Corp., is distinctive for its compact loudspeaker situated in front which provides maximum listening pleasure to the classroom facing it. The outside grille for the speaker is backed with acoustic baffle for extra tonal qualities.

Other features include the high-gain amplifier with variable tone and volume control, twist crystal pickup arm with two permanent needles, the 5" speaker with large Alnico V magnet, and the three-speed motor.

THE AUDIO-MASTER CORP., 17 E. 45 St., New York, N. Y.

Plastic Tumblers SE-537

Have Smooth Rims

New Bolta Tumblers are molded of a high heat-resistant, non-toxic plastic that retains its gleaming appearance despite the punishment of dishwashing machines. Designed to reduce breakage costs, the tumblers are light in weight. They are smooth at the rim edge and will stay smooth through long use. Graceful fluted design in three sizes: 5 oz., 8½ oz., and 12 oz.

THE BOLTA CO., Lawrence, Mass.



SE-366

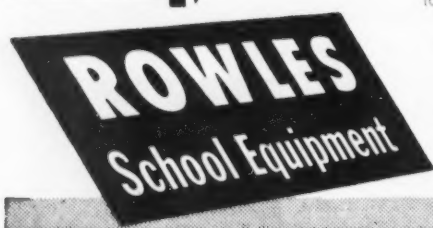


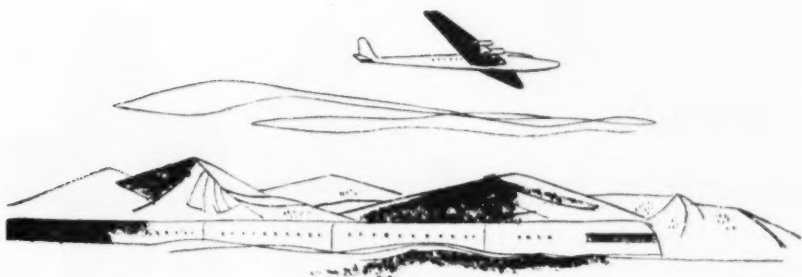
MASTERMADE DeLuxe Movable Desk

Here's the desk every school administrator has been waiting to see. The new MASTERMADE DeLuxe Movable Desk brings you a combination of practical functional design . . . plus rugged structural strength. It has new style . . . new comfort . . . new features that mean years longer service from every desk. It's roomier . . . quieter . . . and fool-proof.

See the new MASTERMADE DeLuxe Movable Desk today. Get complete details by calling your

LOCAL ROWLES SCHOOL
EQUIPMENT DEALER
E. W. A. ROWLES COMPANY
ARLINGTON HEIGHTS, ILLINOIS





In the forty years of its operation, The American City Bureau has a record of service and achievement in all fields of voluntary philanthropy. Churches, hospitals, schools and universities are included in its imposing and distinguished list of clients.

The Bureau is acutely aware that the success of fund-raising demands more than the mere application of technical and mechanical skills. In the direction of the effort there must be "imagineering"—that element best defined as insight into the real understanding of human motivation. Fund-raising is one part science and five parts human nature. It has to do with the minds and desires of people.

With more than 3,100 separate fund-raising programs in more than 800 American cities in its record of continuous and successful performance, the Bureau's highly skilled staff act upon proved experience and ever improving methods.

These things form the American City Bureau pattern. It is one which has served successfully for four decades. It is one which is ever advancing to meet the changing needs of communities and their philanthropic institutions in a dynamic nation.

American City Bureau

(ESTABLISHED 1913)



221 North LaSalle Street
Chicago 1, Illinois

470 Fourth Avenue
New York 16, New York

*Charter Member
American Association of
Fund-Raising Counsel*



*At last! A way to end
these three classroom hazards!*

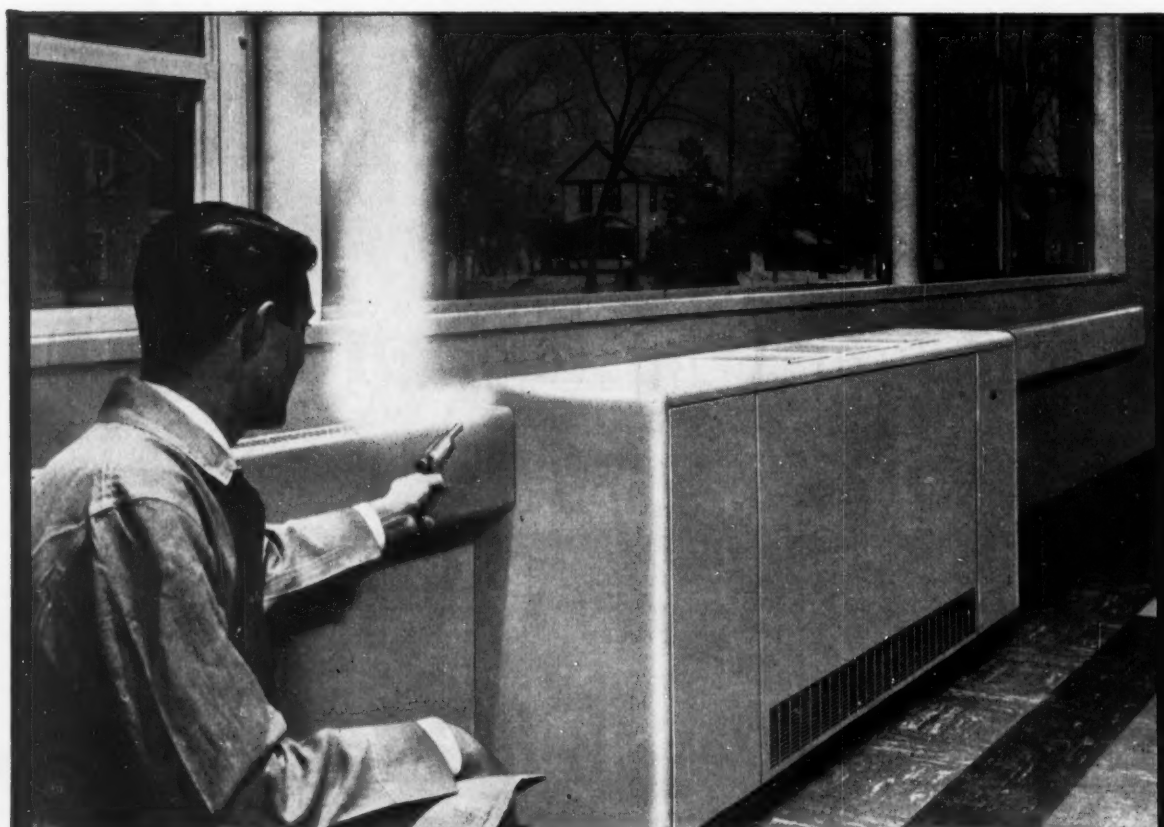
1. Chilling drafts...

... especially near those big
schoolroom windows, the place
where the drafts begin!



New Trane ventilation system

Uniformly ventilates every corner, every



Smoke tests show how TRANE kinetic barrier stops drafts before they start—by creating a rising wall of tempered air under constant pressure. Lateral extensions set up this kinetic barrier not just at one point,

but all along the outer wall. No other system gives such uniform, room-wide distribution of heating or ventilation air. And this TRANE ventilation system works even when the heat is off—protecting children all day long.

2. Overheating...

... even in classrooms where some of the children are shivering from icy drafts!

**3. Stale air...**

... making children listless, inattentive. Too often you find all 3 hazards in the same room—at the same time!



stops drafts before they start!

minute even when the heat is off!

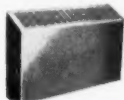
Matched Trane products for all school heating and ventilating needs



Volume Ventilator: Ideal for auditoriums, gyms.



Steam specialties: Full line of valves, traps, vents.



Convectors: Free-standing, wall-hung or recessed; flat or sloping top.



Wall-Fin: Fine under low windows, in long halls.



Fans and coils: Famed for efficient TRANE design.

Kinetic barrier action prevents window drafts, banishes hot spots, cold spots, stale air pockets

At last the way has been found to save children from exposure to chilling drafts, overheating, stale air—conditions they often face in the same classroom, at the same instant!

Now these classroom hazards, under which pupils can't possibly do their best work, are ended by a radically new and efficient heating and ventilating device—the TRANE Unit Ventilator with *kinetic barrier* action.

Stops icy drafts around windows! TRANE Unit eliminates them with the *kinetic barrier*—a rising blanket of tempered air under constant pressure—all along the outer wall.

Unlike systems that try to capture drafts *after* they form, TRANE Unit Ventilator *stops drafts before they start*. Unlike extended

radiation systems, it works even when the heat is off . . . protects children every minute of the day.

Prevents overheating! Eliminates stale air! Children's body heat, plus sunlight, means tightly-built classrooms need *cooling, not heating*, 75% of the day—even in winter. The new TRANE system provides it. It's the *only* system that spreads ventilation air as well as warmth in an even, room-width pattern *all day long*.

Get the facts! It costs no more for the complete protection of TRANE Unit Ventilator with *kinetic barrier* action. Write for illustrated booklet. Also, for detailed performance and technical data, as a guide in planning specifications, ask for KB report 2298.

TRANE Unit Ventilator

with Kinetic Barrier action

The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn. • Trane Co. of Canada, Ltd., Toronto
87 U. S. and 14 Canadian Offices

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING EQUIPMENT

Chair-Table Unit SE-538

Removable Top for Maintenance

The Astra Bentwood Furniture Co. announces its new Superior Class Room Chair and Table Unit which is less expensive than the Twentieth Century models. The same choice New England hardwoods are used throughout. Desks are reinforced with a steel-rod, embedded into the shelf, and all joints are mortised and tenoned and reinforced with 18 wooden pegs. The top can be removed for maintenance without disassembly of the desk base.

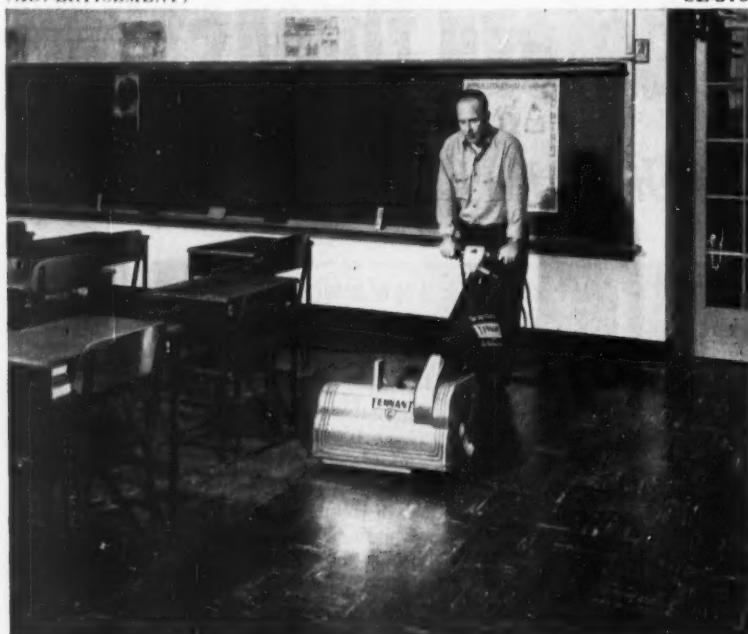


The chairs are fully wood-corner-blocked and all curved parts are steam-bent from solid lumber. The seat is deeply saddled.

ASTRA BENTWOOD FURNITURE CO.,
61 W. 46 St., New York, N. Y.

(ADVERTISEMENT)

SE-370



IN 1/2 THE USUAL TIME, this Tennant floor machine dry-waxes and polishes school floors in one operation.

New Type Floor Machine Cuts Floor Maintenance Costs 35% to 82%

Schools can expect to save from 35% to 82% in maintenance costs with a new type floor machine displayed at the Atlantic City school show.

The machine uses an exclusive dry-waxing and polishing technique for fast, low-cost renewal and maintenance of wax coatings on school floors.

A typical hallway, for example, can be rewaxed and polished in 1/2 the usual time by this method, it is said.

A 16" revolving brush (or steel wool roll) applies a thin, even coat of dry,

slip-resistant wax to floor—instantly buffs it to a high, wall to wall gloss, free from swirl marks or rings. Use of this machine eliminates the need for frequent scrubbing, saves up to 79% annually in wax costs.

The machine also has 8" and 16" accessories for steel wool buffing, polishing, sanding and other operations.

For more information about this versatile new floor machine, write to the G. H. TENNANT COMPANY, 2540 No. 2nd St., Minneapolis 11, Minn.

Power Mower SE-539

Contour Cutting Possible on Hills



The new 18" Lawn-Boy Rotary Power Mower features a die-cast aluminum housing with enamel finish that is smooth and easy to keep clean. Overall weight is reduced to only 37 lbs. Staggered front wheels assure contour cutting even on the hilliest lawns. A side trim slot permits trimming to within 3/8" of obstructions and front discharge sprays clippings away from the operator.

Other new features include a 45 cu. in. kidney-shaped muffler that is die-cast as an integral part of the housing. Sound is both muffled and lowered to a pleasant pitch.

RPM MFG. Co., Dept. 118, Lamar, Mo.

Electric Broiler SE-540

Holds Temperatures Accurately

An improved electric broiler in five standard combinations is now in production at Hotpoint Co.'s Chicago plant. The broiler offers faster, four-section Calrod (R) broiling units, faster pre-heating performance, a production capacity of 300 steaks per hour, and a new cool-to-grasp pistol grip to trigger the adjustable grid.

The stepped-up power of the broiling units has led to a more than 35% increase in preheating speed. The new models come up to temperature from a cold start in 10.5 minutes.

Available in silver-gray Permalucent or in stainless steel, Hotpoint's new broiler is available in five standard combinations.

HOTPOINT Co., Commercial Equipment Dept., 227 S. Seeley Ave., Chicago 12, Ill.

(Continued on page 194)

IT'S THE TALK OF SCHOOL ADMINISTRATORS EVERYWHERE!

THE NEW

NATCOLITE DESK AND TABLE TOP



● **IT'S COMPLETELY GLARE-PROOF . . .**

Specially developed NEVAMAR surface diffuses the strongest lights . . . permits no reflectance to interfere with student's work.

● **IT'S A NON-SLIDE SURFACE . . .**

Specially treated so that papers stay firmly in place without holding.

● **IT WON'T STAIN OR SCAR . . .**

Paints, crayons and ink can be wiped away with only a damp cloth.

● **IT'S SEALED WITH A WYNENE PLASTIC EDGE . . .**

A sturdy Wynene plastic edge seals the top on all sides, provides an attractive finish and protects against lateral impact.

● **IT NEVER NEEDS REFINISHING . . .**

NATCOLITE tops put an end to maintenance problems. They never need refinishing or resurfacing.

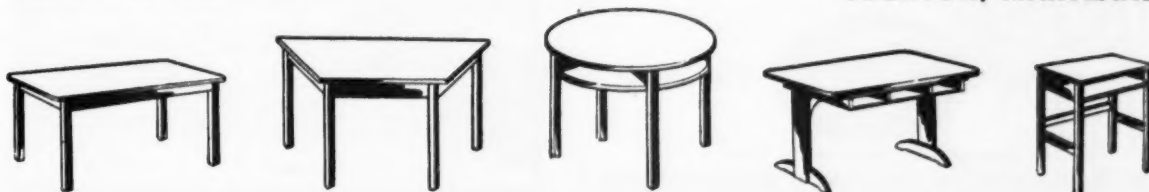


The NATCOLITE top is made in mellow, maple grain patterns and is furnished on every desk and table in the National line. It is also available as a replacement top for old desks. Write for full information.

NATIONAL SCHOOL FURNITURE COMPANY

Division of National Store Fixture Co., Inc.

ODENTON, MARYLAND





New LAND-FORM MAPS

The new Modern Land-Form Map Series is of special interest to geography and social studies teachers. Eight accurately projected maps include every continent, the Pacific area and the World. Insets, color tints, contours, pictorial effects, legends and all up-to-the-minute map-making and teaching techniques are used to full advantage. Send for complete descriptive matter and full information.

◆ Plastic impregnated paper more durable, water resistant.

◆ 70" x 44", individually mounted on spring rollers. Metal frames.

◆ Edited by Dr. Erwin P. Raisz.

MODERN SCHOOL SUPPLY CO.

DEPT. 444

GOSHEN, INDIANA

SE-484

"Man This Fuller Wet Mop Sure Is All Mop"



Absorption...rinsing qualities... tensile strength... you get them all in a Fuller Wet Mop. Together they add up to standard quality. You expect it in any wet mop, but you don't always get it. But Fuller guarantees standard quality because Fuller Wet Mops are laboratory-controlled. Whatever your mopping needs, there's a Fuller Wet Mop that can do the job best. Available in 12-16-20-24 and 32 oz. wgt. Mail your Supply Bid to...



INDUSTRIAL

Fuller
BRUSH CO.

DIVISION

3556 MAIN ST., HARTFORD 2, CONN.

Power driven brushes, Factory & Institutional cleaning tools, Waxes & Detergents

SE-485

Only \$104.50

ALLIED'S
best buy
for schools

PUSH-BUTTON

Knight Automatic Tape Recorder

Judged "Best Buy" among recording experts and educators. Features unique Push-Button Keyboard for instant recording with remarkably faithful reproduction. Has 2-speed dual-track recording mechanism and efficient erase system. Records up to 2 hours on a single tape. For instant play-back, just push a button; also has push-button control of forward, reverse and stop functions. Records with excellent fidelity from microphone, radio or phonograph. Plays back through built-in amplifier and high-quality speaker. Simple to operate. Compact, attractive. Complete with microphone, 600-ft. reel of tape and take-up reel. Shpg. wt., 29 lbs.

96 RX 590. KNIGHT Tape Recorder. Only \$104.50

FAMOUS ALLIED BUILDERS' KITS

6-in-1 Radio Lab Kit

Amazingly instructive: builds receiver, broadcaster, oscillator, signal tracer, wave generator, etc. With all parts, tube, instructions.

83 \$ 770. Only... \$8.25

"Ranger" AC-DC Radio Kit

Popular 5 tube super-het radio project kit. Thousands used in shop training. Teaches radio construction. Complete with cabinet.

83 \$ 275. Only... \$17.85

Dozens of other Kits available.

FREE!

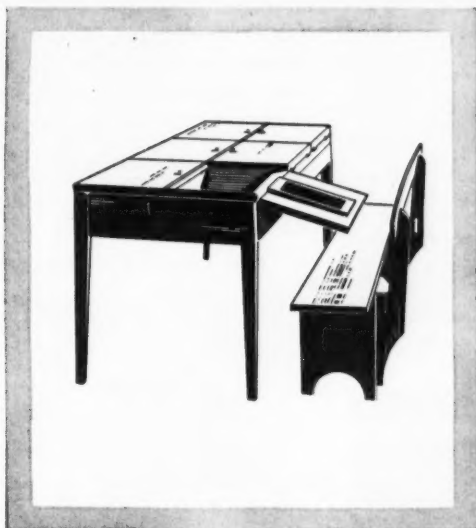
268-PAGE 1954 CATALOG

Send for the leading buying guide to everything in electronics for the school: Sound and Recording Apparatus, Training Kits, Lab Instruments, Tools, Books, Electronic Parts, etc. Write for FREE copy today.

ALLIED RADIO

100 N. Western Ave., Dept. B-D-4
Chicago 80, Ill.

Great Tables live forever



Yesterday's Shaker Tables...

Shaker children in the era around 1820 sat at this school desk.

The sturdiness of construction of Shaker furniture has continued to influence furniture design throughout the years.

Today's **Griggs** Tables...

provide a handsome sturdiness that will serve your school for years. Whereas the Shaker furniture was strong but ungainly, Griggs sturdy modern tables have a graceful, pleasing appearance which has won acclaim in hundreds of schools throughout the country.

Griggs tables are available in eight sizes, five colorful metals and two rich wood finishes. There is a Griggs table to fit your needs at less cost per year of service.



GRIGGS
Equipment
Company

Have you seen the wide variety of Griggs school furniture now available? Write today for Griggs complete seating catalog and the name of your nearby distributor.

BELTON, TEXAS

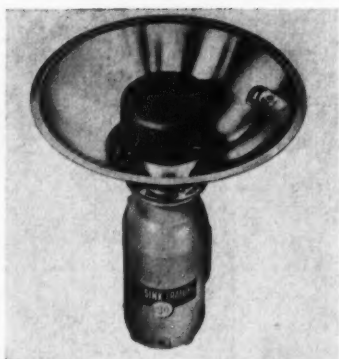


Waste Disposer SE-541

Installs in Metal Counter Tops

A complete line of commercial-type food waste disposers has been announced by In-Sink-Erator Mfg. Co. These high-capacity grinders are equipped with $\frac{1}{2}$ h.p. capacitor-type motors that operate on 115/230 volts and give a surplus power factor.

Two models (similar to the illustration) are furnished with the stainless steel hopper measuring 15"



and 18" respectively. Both include a scrap block as shown. These units are designed to permit installation in metal counter tops.

A third model has a smaller stainless steel cone, and may be fastened to a counter top with an opening of only $5\frac{7}{8}$ " diameter. Another model is made for attachment to a sink bowl with a $3\frac{1}{2}$ " to 4" strainer opening.

IN-SINK-ERATOR MFG. CO., Racine, Wis.

Safe Driving REWARDS teachers!



Statistics Prove Teachers Are Better Drivers!

GOVERNMENT EMPLOYEES INSURANCE COMPANY — the leading preferred-risk auto insurer, offers its services only to Educators and Government Employees.

What this means is that you can save up to 30% from standard book rates on your annual automobile insurance costs. You deal directly with the company — no agents or brokers are involved.

In addition, you can be assured of unexcelled claim service through a nation-wide network of over 500 claims representatives.

PREFERRED RATES FOR PREFERRED RISKS

Educators Division (Capital Stock Companies . . . not affiliated with U. S. Government)

GOVERNMENT EMPLOYEES Insurance Companies

GOVERNMENT EMPLOYEES INSURANCE BUILDING, WASHINGTON 5, D. C.

Name.....Age.....☐ Single
☐ Married (No. of Children).....

Residence Address.....

City.....Zone.....County.....State.....

Location of Car.....

| Year | Make | Model (Dlx., etc.) | No. Cyl. | Body Style | Cost | Purchase Date | <input type="checkbox"/> New <input type="checkbox"/> Used |
|--|----------|--------------------|-----------------|------------|------|---------------|---|
| 1. Additional operators under age 25 in household at present time: | | | | | | | |
| Age | Relation | Marital Status | No. of Children | % of Use | | | |
| | | | | | | | |
| | | | | | | | |

2. (a) Days per week auto driven to work?..... One way distance is.....miles.

(b) Is car used in any occupation or business? (Excluding to and from work) ☐ Yes ☐ No

3. Estimated mileage during next year?.....My present insurance expires...../...../.....

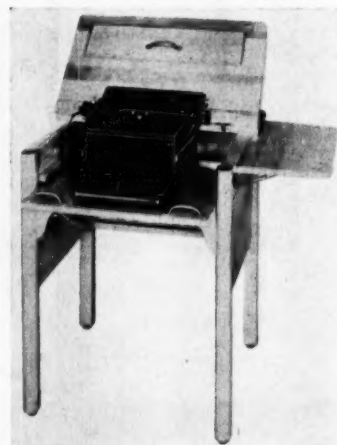
4. Please send me information on Low-Cost Life Insurance ☐

120

SE-378

Combination Desk SE-542

For Typing-Bookkeeping



Allen Chair Corporation has augmented their school line to include a combination Typing-Bookkeeping and Homeroom Desk, especially designed to accommodate 30 to 40 units per room.

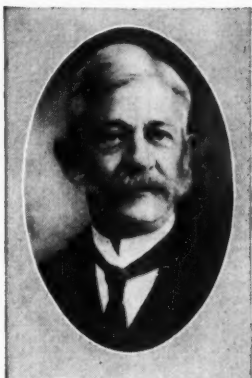
Constructed entirely of solid Northern Birch, with a top size of only 26" x 24", this desk features a drophead typing board without mechanism, thus enclosing typewriters in a dust-free compartment which is tamper-proof.

Finish is natural birch, honey and school brown.

ALLEN CHAIR CORP., 366 Broadway, New York 13, N. Y.

(Continued on page 198)

**GIVE
TO
CARE!**



HOLDEN BOOK COVERS

represent definite Dollar and Cent Savings to Textbooks
because they make them Last up to 3 Years Longer!

After more than 80 years of

**Research
Experimentation
Adherence to Quality**

the Name

HOLDEN

has earned for itself
the recognition as standard in the Book Cover field.

Holden provides the know-how, with all the perquisites for satisfactory
book protection.

**GET THE HOLDEN HABIT — YOUR ASSURED SAVING
IN TEXTBOOK WEAR!**

Samples on request

HOLDEN PATENT BOOK COVER COMPANY

Springfield, Massachusetts

SE-369

NEW! ... STAINLESS STEEL CASE



Master No. 1525
Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500
Same as No. 1525, but without key-control.



KEY-CONTROLLED
School's master key opens every locker.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

Master Lock Company.
Milwaukee 45, Wis.
World's Leading Padlock Manufacturers

SE-370

ARCHER #4 DENTAL & HYGIENE CHAIR

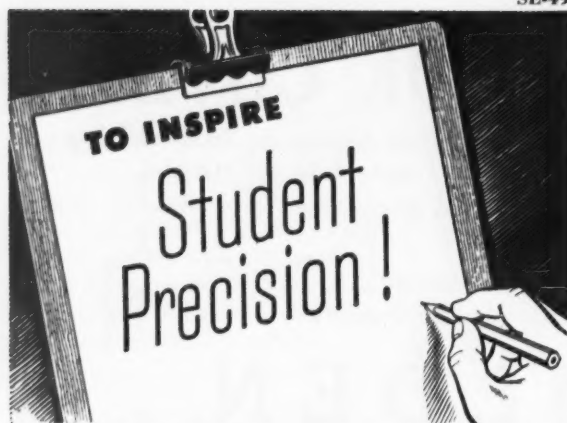
ESTABLISHED 1857



Tilting & revolving seat frame reclining back hydraulic oil hermetically sealed & removable unit. Oil can't leak out even if chair is tipped over. Circular with full information on request.

ARCHER MFG. CO. INC. 1125 Lexington Ave.
Dewey P.O. Rochester 13, New York

SE-492



Preferred by instructors because they inspire students to new achievements . . . WESTON instruments also are the choice of practical administrators because their ruggedness and year after year dependability make their cost remarkably low! Ask for bulletin listing all instruments.

WESTON Electrical Instrument Corporation,
614 Frelinghuysen Avenue, Newark

For Advanced Requirements MODEL 622



Ultra sensitive instruments of the double pivoted type requiring no leveling when used in horizontal position. Combine high accuracy and a 6.1 inch scale . . . ideal for precise measurements of potential and current at very low energy levels. Available as d-c voltmeters, millivoltmeters, milliammeters and microammeters; electrolysis volt-millivoltmeters and high resistance voltmeters—also as a-c rectifier type instruments and as thermocouple ammeters, milliammeters and voltmeters.

For Electrical Machinery Labs MODEL 633

A clamp-on volt-ammeter built to Weston standards of safety, accuracy and dependability. Five full scale a-c current ranges of 1000/250/100/25/10 amperes with range overlap. Three self-contained a-c voltage ranges of 700/350/175 volts—insulated for 750 volts. Has convenient 6 position switch easily operated by thumb—adjustable pointer stop facilitates measuring starting current of motors.



WESTON



Instruments

MAYLINE

SE-490



C-7702 Art Tab'e

Smooth, white basswood drawing top. Attractive solid oak bases in drafting and art tables, hardwood top on desks. Literature on request.

Install
MAYLINE Furniture
In Your Classrooms



C-7703B Drafting Tab'e



C-40 Chair, C-20 Desk

Symbol of  Superiority

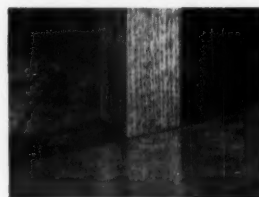
MAYLINE COMPANY

formerly
ENGINEERING MFG. CO.
609 No. Commerce St.
Sheboygan, Wis.

MAYLINE

SE-491

Which table belongs at the head of its class?

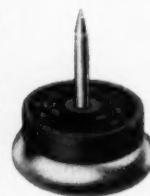


The one with the BASSICK Glide, of course!

• With Bassick Rubber-Cushion Glides on school furniture, there's real "silence in the classroom".

Flat, polished, hardened-steel base slides noiselessly and easily, protects floors and cuts maintenance. Cushioned in live rubber.

Write for free set, telling us whether for wood, flat metal or tubular metal furniture (giving inside dia. of tube). THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.



Bassick

A DIVISION OF



MAKING MORE KINDS OF CASTERS... MAKING CASTERS DO MORE

75 YEARS OF CASTER LEADERSHIP

THE SCHOOL EXECUTIVE

*Our problem is
disturbing noise!*

*Your solution is a
FIBRETONE*
Acoustical Ceiling!*



**Johns-Manville, the pioneer in sound control,
recommends Fibretone Acoustical Panels
to reduce disturbing noise at low cost**



Fibretone Panels
are easily installed over new or
existing construction.

BECAUSE DISTRACTING NOISE can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient yet modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These

holes act as "noise-traps" where sound energy is dissipated. Fibretone is pre-decorated, can be painted and repainted, and is available with a flame-resistant finish.

Other J-M Acoustical Ceilings include *Permaacoustic**, a textured noncombustible tile with great architectural appeal; *Transite**, perforated acoustical panels; and *Sanaacoustic**, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. SE, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U.S. Pat. Off.



Johns-Manville

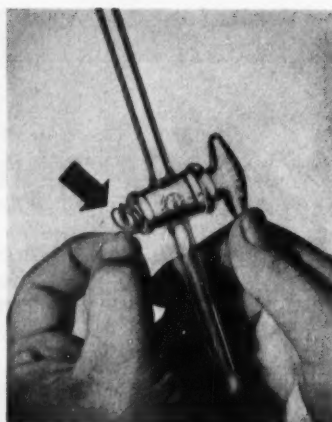
40 years of leadership in the manufacture of acoustical materials

Pyrex Stopcocks SE-543

Features Spring Type Clamp

Pyrex stopcocks now have a spring type clamp replacing the old style rubber washer formerly used. This clamp improves stopcock performance by further reducing the possibility of leakage. With the new retainer spring, tension remains positive longer and minor adjustments may be made as required.

The clamp snaps readily into the groove in the end of the stopcock plug and prevents its working loose by maintaining a constant pressure against the shell. The stoppers will



neither work loose nor fall out re-

gardless of the angle or position in which they are used.

CORNING GLASS WORKS, Corning, N. Y.

Hand Truck SE-544

Glides Provide Better Balance



The Fig. 1152 Hand Truck made by Nutting Truck and Caster Co. has an improvement in the glides which provides easier, safer and better balanced traversal up and down curbs or stairs.

The truck is of all electrically welded tubular steel with choice of single or double handles, and open or solid plate noses in 5", 7" or 9" lengths. The frame size is 14 x 47" high with choice of 6" or 10" roller bearing, semi-pneumatic, rubber tired wheels for outside as well as inside use.

NUTTING TRUCK & CASTER CO., 1125 W. Division St., Faribault, Minn.



Now, the "hands" have it better with **WYANDOTTE!**

Wyandotte has readied a new complete line of hand dishwashing products. The line meets every hand dishwashing need with the best performing, lowest "use-cost" products available!

Heading the list is "NEW" NEOSUDS*, a "superior" product that forms lavish suds . . . dissolves rapidly, rinses freely, has long solution life . . . makes glasses and dishes sparkling clear.

NEOSUDS is available in drums, as well as in handy new Dual-Pak cartons — three economical "control" packages per case. Dual-Pak insures **FACTORY-FRESH** products!

Other outstanding Wyandotte dishwashing products are "NEW," spray-dried FAME, a quality product; KALSO, a good suds-maker in soft to medium hard water, especially for aluminum utensils; H-D-C*, a soap product, for heavy duty washing of pots, pans, utensils.

Yes, the hands have it better with Wyandotte. Call in your Wyandotte jobber. He can recommend the right product to help you have better, lower "use-cost" results. *Wyandotte Chemicals Corp., Wyandotte, Mich. Also Los Angeles 12, Calif.*

*REG. U.S. PAT. OFF.



Wyandotte CHEMICALS

Helpful service representatives in 138 cities in the U. S. and Canada
Largest manufacturer of specialized cleaning products for business and industry

Carbon Paper SE-545

Plastic Back Minimizes Curling

Topper Carbon Paper is available in three correspondence weights with five degrees of inking. The plastic backing minimizes curling and eliminates slippage.

Six new features provide greater durability, legibility, and erasing ease. Available in light weight, medium weight, and standard weight.

UNDERWOOD CORP., One Park Ave., New York, N. Y.

For INEXPENSIVE FLOOR UPKEEP

Hard-working Brillo solid-disc floor pad cleans the whole area it covers. All of the pad works—saves time...saves labor—saves money. Four grades are available for scouring, wet and dry cleaning, buffing and polishing. Sizes for all machines.

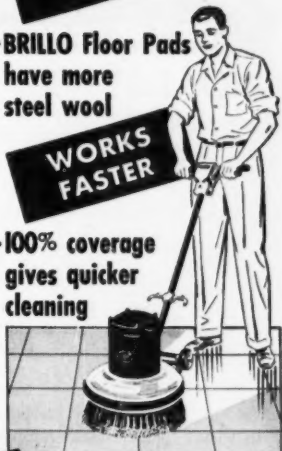
For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S, 60 John St., Brooklyn 1, N.Y.

**COSTS
LESS**

...BRILLO Floor Pads
have more
steel wool

**WORKS
FASTER**

...100% coverage
gives quicker
cleaning



BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS



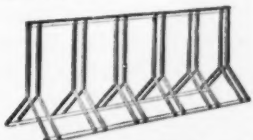
SE-438



Recess TIME TO LET GO!

Expending in a few minutes a lot of pent-up energy calls for safe play areas. Is your school yard adequately protected? Be sure by surrounding it with a Stewart Chain Link Wire or Iron Picket Fence. Don't take chances. Do it Now! Stewart also produces many other iron and wire products for schools. To name a few: Baseball Backstops, Tennis Court Fence, Settees, Flagpoles, Window and Skylight Guards, Railings, Wire Mesh Par-

titions, Bicycle Racks, etc. Write for catalog. Please mention products in which you are especially interested.



Bicycle Rack

Stewart
IRON
and
WIRE
FENCES

THE STEWART
IRON WORKS CO., INC.
2159 Stewart Block
Cincinnati 1, Ohio
Experts in Metal
Fabrications Since 1886



**UNEQUALED in APPEARANCE
DURABILITY
and
STRENGTH**

Mitchell
FOLD-O-LEG
tables

Convert any room
into a Banquet or
Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses

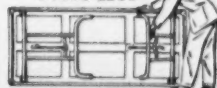


TOPS OF MASONITE
PRESDWOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS

**TUBULAR
STEEL LEGS**



**MAXIMUM
SEATING
MINIMUM
STORAGE**



THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Mitchell
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FOLDING STANDS

**EASY TO SET-UP
ON or OFF STAGE**

**RIGID, SAFE
for BAND
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CHORAL &
DRAMATIC
GROUPS**



**LEGS FOLD UNDER FOR
MINIMUM STORAGE
STACK IN SMALL SPACE
SAVE TIME & LABOR**

**IMPROVE APPEARANCE
AND PERFORMANCE**

Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

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MITCHELL MFG. COMPANY

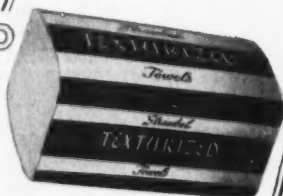
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you can't buy better **INSURANCE**



Straubel
ROLL TISSUE
and TOWELS—



For student health and sanitation in washrooms

Your facilities are beyond criticism with these Straubel products — by sanitation standards and economy, both! Highly absorbent, strong-fibred, yet extra-soft tissues do not easily puncture . . . And, Straubel's exclusive "Convenience-Cut" roll dispenses but *two sheets at one time* — stopping waste and tissue littered floors. You'll save and satisfy with Straubel's hand towels, too, because fewer are needed for a perfect drying job. They come in 100% kraft, semi-kraft or manilla — white, natural or brown — priced to meet every school budget.

FIT ALL STANDARD FIXTURES . . . Don't be mislead — no special cabinets are required for Straubel products. They are made in standard sizes and folds to fit all nationally known fixtures.



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AND —



THREE LEAF Interfolded tissues are your wise choice for cabinet or recessed fixtures.

Straubel tissues and towels are sold thru merchants of paper products only. Write for dealer's name.

Vallen

CURTAIN CONTROLS AND TRACKS

NO. 1 STAGE TRACKER

**VALLEN has tracked stages
all over the world**

VALLEN all-steel curtain tracks for 37 years have led the field in design and functional efficiency. Made of cold drawn steel gauged to meet heavy, intermediate and light duty requirements, they are precision engineered for noiseless, trouble-free operation. The exclusive Vallen formed shape increases strength, eliminates carrier jamming and permits free, noiseless movement of carriers.

Every feature of these tracks and of the famous Vallen "plumb bob" curtain carriers has been carefully designed to insure perfect curtain operation. Whether your stage is large or small, school, theatre, church or lodge, there is a Vallen track and curtain control combination to meet your specific need, and of equal importance, your budget.

Write us today for a consultation without obligation.

Vallen sets the world's standard for curtain controls and tracks.



Consult Vallen for tracks and controls best suited to your needs.

VALLEN, Inc. Akron 4, Ohio, U.S.A.

BIRD DAMAGE IS COSTLY

ECONOMICAL

SAFE

Bur-Co Bird Repellent will pay for itself many times in labor saving and elimination of building repairs. It does not harm birds — they instinctively dislike a sticky substance. No chemical reaction on any building material. It will not harm humans. Each application properly applied will eliminate birds for one year.

POSITIVE

HUMANE

BURR CHEMICAL CO.

3329 AUBURN

ROCKFORD, ILL.

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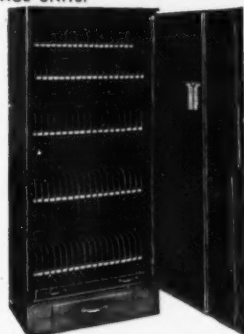
ALL STEEL COMBINATION STORAGE UNITS

TRADE MARK
Neumade

**PROTECTS
YOUR
FILM!**



YOU CAN BE SURE that your stored films will be safe from dust, heat or dryness with NEUMADE COMBINATION STORAGE UNITS!



Model MM-119—A practical storage cabinet for the varied film library. Holds 400, 800, 1200, 1600 ft. reels; 100 filmstrip cans plus utility drawer in base. Over all size: 30" wide, 70" high, 16" deep. Over 50 models to choose from. Write for free catalog.

TRADE MARK
Neumade
PRODUCTS CORPORATION
330 West 42nd Street
New York 18, New York

SE-447



KOOLSHADE SUNSCREEN® First Step in Air Conditioning at EQUITABLE

To reduce the size of the cooling unit and still get satisfactory zone control, Equitable Life Assurance Society installed KOOLSHADE SUNSCREEN on their new building in Atlanta, Georgia.

KOOLSHADE SUNSCREEN blocks out about 90% of the sun's heat rays, and prevents excessive glare. Made of thin,

bronze louvers, KOOLSHADE SUNSCREEN requires little or no maintenance.

For the complete KOOLSHADE story and information about Ingersoll's new heat gain calculator, write to Ingersoll Products Division, Borg-Warner Corp., Dept. AR-3, 310 So. Michigan Avenue, Chicago 4, Illinois.

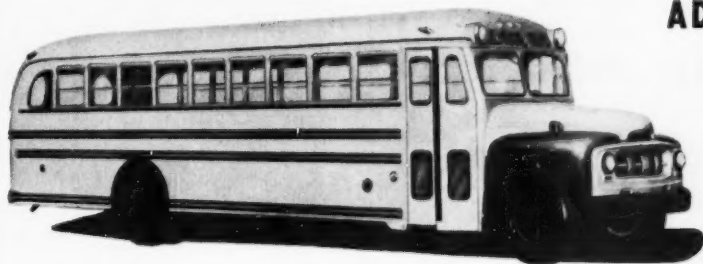
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KOOLSHADE

SE-448

THE ALL NEW BLUE BIRD ADVANCED ENGINEERED FOR '54



NEW

- 6 Foot interior height
- Safety entrance and emergency doors
- Increased driver's vision
- Rubberized hair in all seat backs for added comfort
- And many other new features.

Plus - Famous **BLUE BIRD SAFETY**
Construction

BLUE BIRD BODY COMPANY • FORT VALLEY, GA.

**WRITE TODAY FOR
COMPLETE INFORMATION**

Blue Bird Body Co.
Fort Valley, Georgia

Gentlemen:

Please rush complete information on the all new Blue Bird for '54.

Name

Address

City State County

Permanent Stand SE-546
Is Completely Rust-Free



The Playtime Galvanized Permanent Stand is hot-dip galvanized after fabrication to provide protection

from the damaging effects of rust for years and years. This process insures a thick, uniform zinc coating with no open pores to let rust form.

The understructure housing of the stand is of sufficient size to house or garage school buses, a unique double-duty use.

Because of Playtime's unitized assembly feature, the seating can be expanded by adding more units, either in depth or in length. In addition, this feature makes the stand

adaptable to almost any type of application on level ground or hillside.

PLAYTIME EQUIPMENT CORP.,
Mars, Pa.

Dishwashing Machine SE-547
With Dual-Drive Arrangement

A new type of V.B. dual drive arrangement for single tank, automatic conveyor type dishwashing machines is announced by Universal Dishwashing Machinery Co. A separate motor is used to operate the power wash and a separate motor drives the conveyor to operate the final rinse. With this new type of drive, completely separate operation is possible of wash and final rinse. Glasses, after a brush scrub, can be run through the machine for a final sterilizing rinse only.

The new drive will eliminate misalignment of pump and motor.

UNIVERSAL DISHWASHING MACHINERY CO., 67 Windsor Pl., Nutley 10, N. J.



Gym floor run down?
save it with SEAL-O-SAN®

Would you like to get extra years from your present gym floor? Even though it may be old and worn, you can prolong its useful life for many years with Seal-O-San Gym Floor Finish.

Either sand the floor or remove the old finish with Wade Seal and Varnish Remover. Then apply Seal-O-San. You save the expense of a new floor, and have a non-slippery, glare-free playing surface at low cost.

Daily maintenance is reduced and scrubbing is eliminated, too. Write today for complete information.



School Buses SE-548
Have Rear Engine Drive



White Motor Co. announces three new model transit-type school buses with rear engine drive. A choice of engine sizes is offered: Model 52-18 with the 250A Mustang Engine; Model 72-18 with the 370A Mustang; and Model 92-18 with the 390A Mustang. Where localities have hills and require additional hp., these engines will afford sufficient power reserve for all types of terrain.

The safety and visibility engineered into this new unit are expected to be very helpful to the driver.

WHITE MOTOR CO., Cleveland, O.

(Continued on page 206)

SE-451



"It's Simple as A-B-C to Assemble the Playtime portable Riser"

*fast set-up
quick tear-down
no bolts to fasten
compact storage*

A. Insert cross braces into the Welded Steel Panel sockets. B. Set plywood platforms reinforced with steel battens into place on this rigid framework. Lugs welded to the Panel prevent forward and backward movement. C. The unit is complete—Ready For Use. It's that simple and it can be done by a single person. The Riser parts are small and light enough for easy handling and compact storage, too.

Playtime portable Risers are suited for commencements, class or group pictures — indoor or out and can be used for additional seating at basketball games and class demonstrations.

Playtime Risers are available for Standing or Seated Chorus, Orchestra or Band. Portable Stages are also available. Write for Suggested layouts to suit your requirements.

"it's the Panel that makes the difference"

PLAYTIME EQUIPMENT CORP.
MARS, PENNA.



**INCREASED COST
OFFSET WITH...**

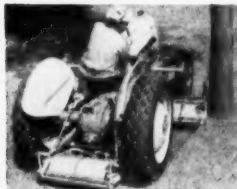
SE-452

**FASTER... MORE
EFFICIENT... LOW COST
MOWING!**

ROSEMAN
Park Challenger



Hydraulic mower pick-up for crossing curbs and travel between jobs.



Actually cuts grass within 3 inches of trees and fences. Costly hand trimming eliminated.

Nationwide sales and service.
In Canada—Duke Lawn Equipment Co., Aldershot, Ontario.

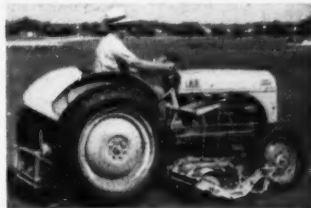
Hundreds of Colleges, Universities, Elementary and High Schools have reduced lawn maintenance costs with the ROSEMAN Park Challenger.

ROSEMAN mowers operate with remarkable dexterity and efficiency around trees and shrubbery, close to fences... and will mow a given lawn area 2 to 3 times faster and at less cost than conventional walk and ride type power methods.

Learn how you can have finer lawn areas at a substantial saving in maintenance cost.

Ford or Ferguson Tractors can be used year around for other work.

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Roseman MOWER CORPORATION
Phone UNiversity 4-1842 • EVANSTON, ILLINOIS

SE-453

New Lower Prices!

AMERICAN SEATING FOLDING CHAIRS OUTLAST ALL OTHERS!

UNEQUALED FOR STRENGTH

Engineered like a bridge of triangular-steel tubing! The four reinforcing cross-braces are rugged steel bars, shouldered against the inside of the tube and securely riveted outside.

UNEQUALED FOR COMFORT

Even portly people relax and say "Ah-h-h!" as they sit back in the extra-wide, extra-deep seats of special body-fitting design, their shoulders welcomed by deep-drawn back panels.

UNEQUALED FOR SAFETY

There are no snagging, pinching, or soiling hazards, no sliding or binding parts to pinch fingers. 5-ply birch plywood seats are hot-press bonded; edges rounded, won't chip or feather in long use. Chair can't tip forward in use.

UNEQUALED FOR CONVENIENCE

These chairs fold quickly, quietly, compactly, and are silent in use as well. Long-life tread-rubber shoes won't come off in use, cannot injure finest floors; can't slip, slide or rattle.



**LOWEST PER-YEAR COST!
OVER 10 MILLION IN USE!
OUTNUMBER ALL OTHERS
IN SCHOOL USE**

3 POPULAR SEAT STYLES

No. 54—5-ply formed Birch Plywood, hot-press bonded to permanent body-fitting comfort-shape. No. 53—Shaped Steel for rugged outdoor or indoor use. No. 56—Imitation-leather Upholstered, highest quality material over cotton padding on plywood base.

ALL METAL PARTS corrosion-resistant Bonderized, followed by two coats of enamel—one coat dipped to insure internal coverage of tubes, eliminating rust and noise—an effect similar to automobile undercoater.

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☐ Please send your latest brochure on AMERICAN SEATING FOLDING CHAIRS.

☐ I am interested in _____ (quantity)

☐ Birch seats. ☐ Steel seats. ☐ Upholstered seats.

Name or School _____

Street _____

City and Zone _____ State _____

Individual and title _____



HANDY STORAGE TRUCKS

Four styles, for general or under-stage use. Permit easy, fast, convenient storage. Swivel casters, removable handles, ample capacity.

Clamps for Sectional Grouping. Permit fastening chairs in sections of two, three, or four, one inch apart.

Steel Threshold. Available to lock chairs into position at ends of rows, 30" back to back, for three or more rows.



DIRTY FLOORS

BECOMES
THE

JANITOR'S DREAM

when you give him the...

WHITE TO
WORK WITH!



**WHITEY
MOPZUM
SAYS:**
It's RIGHT
... if it's

Built for the BIG jobs! The White Mapping Tank saves labor and materials wherever large floor areas must be cleaned. One man can operate, if necessary. See White Mapping Tanks — and other built-for-the-job White equipment — at your dealer's.

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Canadian Factory: Paris, Ont., Canada



A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

PLASTIC SCHOOL TOPS
to your specifications

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world's toughest
TOPS

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of **FORMICA** and other decorative plastics

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"A word to
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NOW is the time to order

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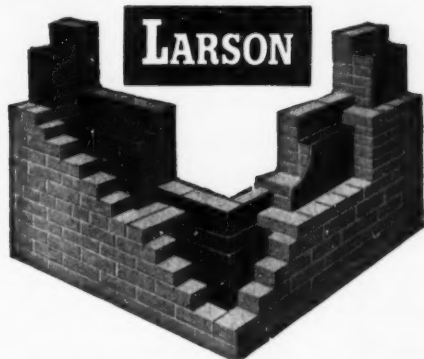
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LARSON Preformed Waterproofing Units**

LARSON Preformed Waterproofing Units limit the penetration of water to outer 4" of walls above grade and provide a membrane sealed in the wall.

More than 750 school buildings are now protected by the Larson System.

Survey report, "Let's Look at The Record" and A.I.A. file available on request

BRISK WATERPROOFING CO., Inc.
103 Park Ave., New York 17, N. Y.

SE-461

"Safe-Lock" PROJECT-O-STAND!
is "TOPS" from ANY ANGLE!



TOP AREA
19" x 12"

Height range
24" to 44"

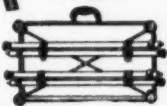
Used world wide by
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- **ADJUSTABLE LEGS**
for sloping floors and
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to clear heads of
audience
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where there is no
center aisle
- **PORTABLE**
folds compactly,
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"PROFESSIONAL"
Model 203

An Amazing Value

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OTHER IMPORTANT FEATURES ARE:—

1. Permanent-Mold Hi-Test Aluminum Casting.
2. Legs have **SOLID STEEL TIPS** — 100% rigid.
3. Large Leg Lock Knobs — Foolproof.
4. Top table and legs have **TAN WRINKLE ENAMEL FINISH** to suit any decor.
5. Large 1 1/2" diameter high-tensile aluminum legs. Inner legs tarnish-proof anodized.

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NOW**

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261

TABLE BASES in lifetime porcelain enamel

New U. S. Public Health Service Hospital Chooses
3 Styles and 2 Color Combinations



Part of installation in new
U. S. Public Health Service
Research Hospital in Bethesda,
Md. Porcelain enamel finish is
in tan and ivory colors.

"CHF" offers you the Largest Selection Of Stools and Tables Anywhere!

New Designs . . . New Comfort . . . New Colors!

You can be sure your installation will be "color-right" and "style-right" when you choose from the wide range of new styles, colors, and finishes available in "CHF" stools and tables. Lifetime porcelain enamel in 11 colors . . . luxurious solid bronze . . . mirror plated finishes . . . anodized aluminum . . . all are designed for easy maintenance and long service. Cast construction assures the rugged dependability needed for public food service. You know you're right when you choose "CHF" because, year after year this fine equipment appears in top award winning installations all over the country.



See complete
line of "CHF"
stools for
snack bars
and soda
fountains,
shown in
catalog.

"CHF" SECTIONAL TABLES WITH SWING SEATS

. . . the universal table for industrial and institutional cafeterias . . . exclusive with The Chicago Hardware Foundry Co.

SANI-DRI ELECTRIC HAND DRYERS

—the original dryers to eliminate towel costs and cut down needless maintenance and overhead.

**WRITE TODAY FOR NEW
ILLUSTRATED COLOR CATALOG**
Shows complete line of "CHF"
stools and tables in full color, plus
many installation ideas.



Distributors in Principal Cities

THE CHICAGO HARDWARE FOUNDRY CO.

"Dependable Since 1897"

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Audio-Visual Aids

SE-601 American History Film

Museum Extension Service has released a color filmstrip entitled *George Washington's Mount Vernon*. This filmstrip captures the atmosphere of his home life and the times in which Washington lived. Full color photographs supplemented by accurate artwork portray the full beauty of a famous American Shrine. The filmstrip is 40 frames and for sale. MUSEUM EXTENSION SERVICE, 10 East 43rd St., New York, N. Y.

SE-602 Fire Drill Safety

Fire Exit Drill At Our School. Black and white or color, for sale, 1 reel in length. This new film is designed to teach primary

and intermediate grade children the importance of fire drill safety. It tells of the necessity of responding quickly, yet orderly, to the alarm bell, knowing what to do if one is not in his room when the alarm sounds, and learning the difference between the fire alarm bell and other school bells. CORONET FILMS, Coronet Building, Chicago 1, Ill.

SE-603 Educational Film Guide

The new complete Educational Film Guide lists approximately 11,000 16mm educational films indexed by subject. The guide provides valuable help in selecting films for specific subjects for educational use; an alphabetical title and subject section serves as an index to the classified section which contains full descriptions of the films, silent or sound, running time and name of the producer or distributor, sale

or rental price, as well as a description of the contents of each film. THE H. W. WILSON CO., 950-972 University Ave., New York 52, N. Y.

SE-604 Quiet, Orderly Classroom

How Quiet Helps at School. Sale, black and white, 1 reel. Directed to primary and intermediate grade children, it shows them that while making noise on the playground is fun, it is important to be quiet in the library, in the classroom, when talking together, working on group projects and moving about the room. CORONET FILMS, Coronet Building, Chicago 1, Ill.

SE-605 Our National Government

Our National Government—How It Developed. A series of four films combined to effectively crystallize in filmstrip form the steps in the development of our National Government. The titles include: (1) The Declaration of Independence; (2) The Articles of Confederation—A Plan That Failed; (3) The Making and the Adoption of The Constitution; (4) The Growth of the Constitution. SOCIETY FOR VISUAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-606 Flower Bulbs

Nations United for Spring Beauty. Two-reel, 20-minute, 16mm color sound film, sponsored by The Associated Bulb Growers of Holland, with American narration. This is the story of research, labor and inspection that combined produces the tulips, daffodils, hyacinths and other flower bulbs for which Holland is famous. Delightful to view because of the exciting color photography, this film is also instructive and educational. It is available free of charge. FILMS OF THE NATIONS, 62 W. 45th St., New York 36, N. Y.

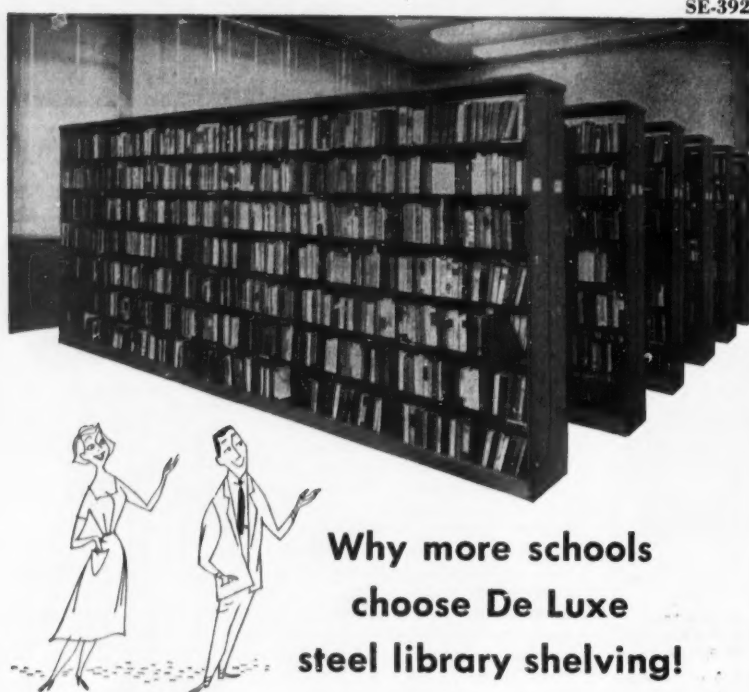
SE-607 Brotherhood Film

The Aaronsburg Story. One-reel, 10-minute, black and white, 16mm. Just released, this film of brotherhood in action commemorates the founding of a Lutheran Church in 18th-century Pennsylvania on land donated by Aaron Levy, a Jew. Quentin Reynolds wrote and narrates the commentary which was made on location in Aaronsburg, Pennsylvania. BRANDON FILMS INC., 200 W. 57th St., New York 19, N. Y.

SE-608 Puppets

How To Make a Puppet. 12-minute, rental or purchase, color or black and white. This film details all of the steps in the manufacture of the type of hand puppet which has proven so popular in primary, art, drama, and handicraft classes. It shows the construction of the head and hands of a puppet from plasticine, application of papier mache, painting, costume designing and sewing, and manually controlling the puppet. Several varieties of puppets are shown, but the viewers are encouraged to design their own for the purposes they have in mind. BAILEY FILMS, INC., 6509 De Longpre Ave., Hollywood 28, Calif.

(Continued on page 210)



**Why more schools
choose De Luxe
steel library shelving!**

Flexibility Unlimited—with installations designed to each school's requirement. Shelves are completely adjustable on 1" centers, easy to rearrange.

Beauty and Strength—through precision engineered construction, clean lines, and smooth flat surfaces. 3 standard oven-baked enamel finishes: Grey, School Brown, Olive Green.

Economy—Superior design with fewer parts means fewer man hours to install. Each shelf requires only 2 patented 1-piece, full depth shelf brackets. No tools required for installation. The real cost of shelving is the erected cost!

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STORAGE SHELVING • STORAGE CABINETS • SPECIAL ITEMS TO YOUR SPECIFICATIONS



SE-465 VACUUMING MAKES SENSE WITH STRAPAVAC VACUUM



All purposepowerful
PortableLightweight, 10 lbs.

One vacuum does all cleaning jobs efficiently.

STRAPAVAC is versatile . . . straps on the back or pulls easily on casters.

STRAPAVAC vacuums all floor surfaces, carpets, asphalt, rubber, tile, furnace, or wet pickup cleaning, etc.

STRAPAVAC permits the operator to move freely. Vacuum for hours without tiring!



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SAVE 50 %

and more in
Labor - Material

with FencPainterR

For
WOOD - METAL
BRICK - STONE
CONCRETE



Hundreds of industries and institutions all over America are using the FencPainterR applicator system of painting at immense savings. It's five times faster than brushing methods. Irregular and corrugated surfaces painted with the same facility and covering power as smooth surfaces. One concern painted 6 ft. wire fence at a total cost of only 20c per lin. ft. FencPainterR enamels contain only top-notch ingredients — go much farther — are more economical in the long run.

SPECIAL TRIAL OFFER — Including industrial size FencPainterR and 5 gal. FencPainterR aluminum enamel, 1 gal. solvent. Complete, only \$57.00. Enough to do 300 lin. ft. of 6 ft. chain link fence. (Add \$5.00 for gray, white or black — \$10.00 for red or green).

THE ONLY ROLLER MADE WITH CAPILLARY ATTRACTION (PAINT HOLDING POWER)



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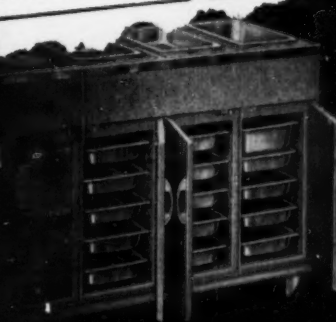
SE-466

SE-467 LOST AND FOUND

LOST... Several School Kitchens and Cafeterias

FOUND... NACO Portable Electric Food Cart with Full-Course Meals for 300 Hungry Students

SAVED... Thousands of Important School-Budget Dollars



Detachable insulated cover used when cart is in transport.

Kitchens and cafeterias are no longer necessary in today's modern school. One central school kitchen prepares meals for all the other schools at much lower cost. . . sends them back by truck in the NACO Portable Cart. Just plug NACO in an electric outlet and serve. . . right in the gymnasium or auditorium. About 300 Oven-Hot meals are kept in three, insulated, "hot compartments." Salads and other "cool foods" may be refrigerated with ice, dry ice, or kept at room temperature. Holds 18 serving pans or 18 fireless cooker pans in hot section and 6 pans in cool section. NACO Portable Cart is designed to fit into a serving line.

Write for full information and cost analysis of this plan and names of schools now successfully using NACO Carts.

NACO PORTABLE FOOD CARTS...

Lower costs
Hot meals
Dry heat
Less food waste
Insulated sections
Special "cool" section

300 meal capacity
Easy to clean
Less Maintenance expense
Portability — just roll in
No special wiring
Sectional heat regulators

ATLAS Division

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Export Division: 301 Clay St., San Francisco, Calif.



SE-471

DOUBLE DUTY



... at DESKSIDE

Most of us take a waste basket for granted. It's where it is, simply to do a necessary job.

But a waste basket is *also* a piece of furniture. And as such, it must be attractive and durable, just as any chair, desk or fixture in office or classroom.

VUL-COT® waste baskets are eye-pleasing—and they're built to take the worst kind of punishment. These hard vulcanized fibre baskets won't chip, split, splinter, rust or corrode, can't be dented. Standard colors—maroon-brown or olive-green—are blended into the fibre . . . they will not chip, wear off, or mar furniture or clothing. Double-rolled tops remain smooth and round for life of baskets. Bonded seam construction adds strength. Small wonder every VUL-COT is backed up by a five-year guarantee!

VUL-COTS are light in weight, noiseless, easy to clean and handle. You can get them in a wide variety of models and sizes at stationers and school supply houses everywhere. Or write for catalog price sheet. Dept. T-4.



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VULCANIZED FIBRE CO.

WILMINGTON 99, DELAWARE

SE-469

where **SAFETY** and **FLEXIBILITY**
are both important . . .

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. . . gives work platform of expanded metal at any elevation from one foot above floor on up. Gets to the hard-to-reach places. Ball-bearing casters (locking type) make it easy to maneuver. Patented. U. L. approved. Rent or buy. Distributors in principal cities. Write for catalog. Address Dept. O-4.



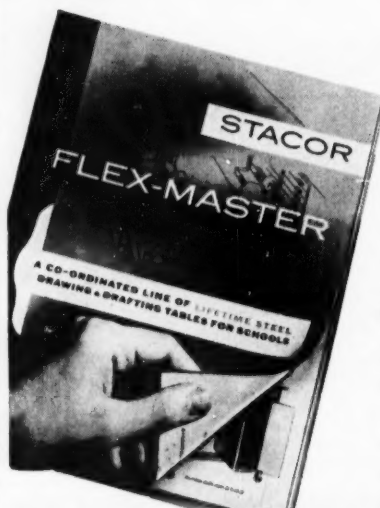
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SE-470



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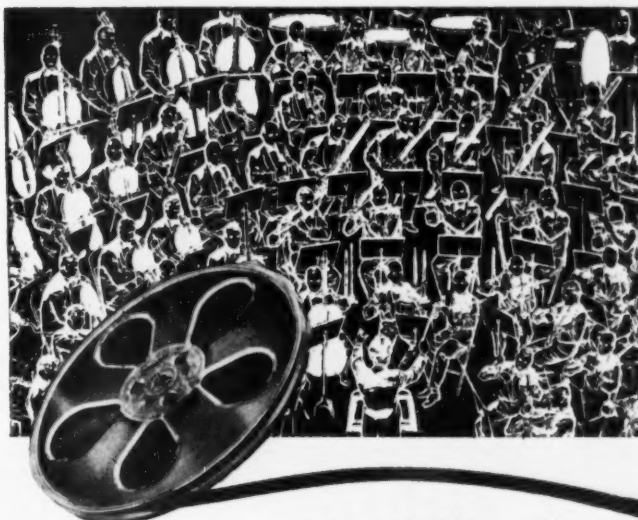
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SE-474

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locker troubles
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LOCKS**
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S-540
Master-keyed
locker lock
has speedy
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for changing
combinations
in a few
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P-570
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CORPORATION**

Dept. 419, CRYSTAL LAKE, ILLINOIS

SE-475

See the **NEW**
**TRACY
FOLDING
TABLE**



**FIRST and ONLY folding table with
ALL-STEEL unit-structure design!**

Tracy's light-weight, welded steel frame combines the apron and edge in one unit. Unique Tracy design also features a lengthwise, hinged, brace-beam that supports the top and simultaneously locks both tubular steel pedestals. Single latch release permits easy one-man folding. Folds flush for compact storage.

Choice of tops . . . brown tempered masonite, Preswood or beautiful Formica, stocked in three colors. (Other colors on special order) Choice of three decorator colors for frame and X-type pedestals.

SPECIFICATIONS: 6 or 8 foot lengths; 30 inch width; 29 inch height for adults or 24 inch height for children.

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Audio-Visual Aids

SE-609 Water Color

Let's Paint With Water Color. One-reel, black and white or color. Of interest to intermediate grades, this film aids the art teacher in overcoming such pupil problems as spilling of paints, misuse of colors and damaging of paint brushes. It also encourages pupils to do creative work in water colors both at school and at home. CORONET FILMS, Coronet Bldg., Chicago 1, Ill.

SE-610 New Orleans

New Orleans — Gateway To The World. 26 minutes. A detailed picture of the in-

dustries, cargoes, geography and people of the booming port at the mouth of the Mississippi. It contains background knowledge of the city that every year produces a gigantic three-week party, the Mardi Gras. MCGRAW-HILL CO., TEXT-FILM DEPT., 330 W. 42nd St., New York 36, N. Y.

SE-611 B.I.S. Catalog

Round-up #1 of New Films from Britain. This catalog includes 16 important new films just released; 5 films which belong in every collection; a new experience in art films; films for book lovers; future releases; 48 proven hits; the coronation; and where to get B.I.S. films. Published in place of *Films of The Month, Round-Up* will help in the selection of 16mm films for classroom use, study and discussion

groups, as an accompaniment to lectures as well as for information and entertainment. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York, N. Y.

Manufacturers' Catalogs

SE-612 Heating System

SelecTemp. This catalog, just issued, describes a new heating system. The unique SelecTemp heating system sets an entirely new standard of indoor comfort. Every room in a building is an individual zone, with its own thermostat. Each room is heated with filtered, warm air, continuously circulated by a compact, recessed wall unit. Low pressure steam, supplied to the unit through small flexible copper tubing, provides heat and also power for the circulating fan. Ideal for new construction or modernization. IRON FIREMAN MFG. CO., Cleveland 11, Ohio.

SE-613 Aluminum Greenhouses

Your Garden Under Glass. This attractive four-page catalog displays, in photographs and diagrams, the various models of Ever-lite Curved-Eave Greenhouses. They are precision-fabricated, high-strength, corrosion-resistant ALCOA aluminum alloy extrusions. Foundation and assembly plans are furnished with each model to enable purchaser to complete foundation and assembly in easiest and quickest manner. Aluminum doors, where furnished, are of highest quality and incorporate screen and glass panels with storage provided in lower panel of door. Greenhouse accessories are also featured. ALUMINUM GREENHOUSES, INC., 14615 Lorain Ave., Cleveland 11, Ohio.

SE-614 Folding Banquet Tables

Folding Pedestal Banquet Tables by Monroe. No. 250. Just released is this new 32-page catalog featuring the Monroe line of Deluxe Folding Pedestal Banquet Tables. In addition to Masonite, new special tops of durable Ormaceel in four attractive color finishes as well as beauty-bonded Formica are featured on most folding tables. Each of these special tops is illustrated in natural color in the new catalog. The complete line of Monroe folding banquet tables designed for institutional use, folding chairs, and trucks for folding tables and chairs are illustrated and described. A new series of short radius, all-steel, transport-storage trucks is also introduced. THE MONROE CO., 66 Church St., Colfax, Iowa.

SE-615 Boilers

A Cost Saving Method for Boiler Replacement. Crotty Boilers, shown in this folder, feature economy of installation, efficiency of operation and ease of maintenance. For automatic oil or gas fired equipment. CROTTY MFG. CORP., 133-15 35 Ave., Flushing, N. Y.

(Continued on page 214)

SE-394



GRADE-AID "CUBBIES" SINK - COUNTER - STORAGE UNITS!

GRADE-AID all-steel "Cubbies" provide the space-saving units needed by all primary and grammar classrooms: 1) a stainless steel counter top for easy-to-clean work space; 2) shelf units for material storage; 3) cubicles for pupil's individual storage needs; 4) stainless steel sink for classroom water supply and washing facilities. Available in any desired combination of units, in the specific height needed from kindergarten to high school!

MORE INFORMATION? SEND FOR CATALOG CU-4

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The first mobile all-steel unit specifically designed for clay storage! The stainless steel (or galvanized steel) bowl holds a supply of clay ample for an entire class — the roomy compartment provides useful storage space. Supplied with cover to retain clay moisture and insure cleanliness. Unusually economical. Casters make it easy to handle. Will store in Grade-Aid "Cubbies", if desired.

MORE INFORMATION? SEND FOR CATALOG CS-4

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COLONIAL ENGINEERING CO., INC.
48 GROVE ST., W. SOMERVILLE 44, MASSACHUSETTS

MORE and MORE SCHOOL ADDITIONS

are being heated with
EXISTING BOILER PLANTS
equipped with
CROTTY WATERWALLS

and with greater economy
of fuel and maintenance

When converting to oil, specify
Crotty Waterwall Extension Fur-
nace and Boiler Amplifier.

Booklet "SW" sent on request.

CROTTY MANUFACTURING CORP.
133-15 35th Ave., Flushing, N. Y.

SE-487

HOLDS, DISPLAYS AND PROTECTS 22 DIFFERENT MAGAZINES, FOLDERS, WORKBOOKS

IN LESS THAN HALF THE
FLOOR SPACE OF AN
AVERAGE TABLE!

Ideal for Libraries, Study Rooms
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tilt-back pockets hold 22 different
magazines, insure neat arrangement,
undamaged storage, saves contin-
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Heavy-gauge, all-steel construction
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Enamel fits every decor. Dignified
and sturdy for a long life of con-
venience. Mar-preventing rubber
feet protect floor, carpets or tables.

Shipped completely set up. No screws or bolts to assemble.
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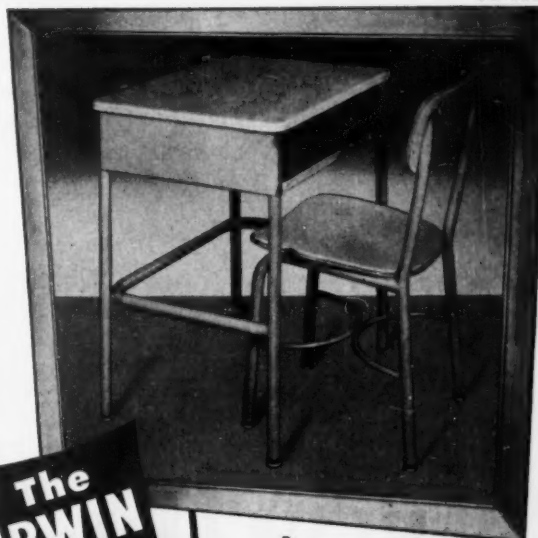
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Subsidiary of MIMCO STENCIL FILES COMPANY



MODEL NO. 20-P
\$3750 F.O.B. CHICAGO

Overall size, 36" high, 27-1/2" wide, 15" deep. Pockets 13" wide, 3/4" deep, 8" high at front, 11" at back.



The
IRWIN
600
LINE

for the **ULTIMATE**
IN IMMEDIATE
AND ENDURING
Satisfaction

The satisfaction of a well made purchase makes itself felt in the case of the IRWIN 600 line desks and chairs from the minute you start using them. They are so versatile, so easily arranged and re-arranged to completely fulfill every classroom requirement. And that satisfaction will grow with each succeeding year as you note how their rugged tubular construction and tops of G-E TEXTOLITE reduce maintenance cost to a negligible factor. G-E TEXTOLITE is practically immune to acid, ink and paint and mighty discouraging to "carvers". They will stay new-looking for years.

The IRWIN 600 line is available in a choice of attractive colors with desk tops of G-E TEXTOLITE 10580 or simulated birch.* For complete satisfaction, now, and for many years to come, choose from the 600 line. Write for details and catalog of our complete line of classroom and auditorium seating.

*Also available with hardwood plywood tops.



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SEATING Company
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WATERLOX HEAVY DUTY GYM FINISH

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*No Greater Protection on
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*A Lasting Colorful Coating
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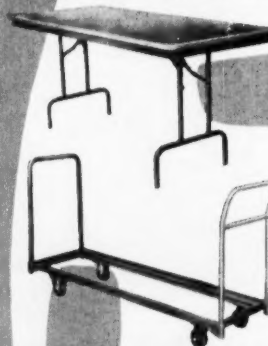
New York 16, N. Y.

SE-478

Midwest

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BUILT IN QUALITY... BUILT IN BEAUTY



Pedestal or straight leg tables... sturdy and well constructed for a lifetime of trouble-free use. Wide variety of sizes and top materials. Safe, positive "Du Honey 20" lock featured on all tables.

Six types of Folding Chair and Table Caddies, including understage models. Durable all-steel construction.

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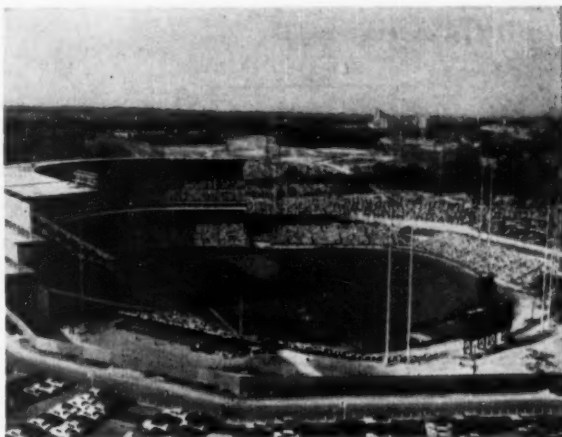
● **DUPARQUET KITCHEN EQUIPMENT** — the finest quality specially fabricated Sinks — Work Tables — Warmers — Steam Tables, etc.

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- Complete stock for prompt service!

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Convertible Safway Bleachers at Milwaukee Stadium

NEW MILWAUKEE STADIUM AND ARENA MADE FLEXIBLE WITH SAFWAY BLEACHERS

Portable Seats Permit Housing a Variety of Sports and Spectator Events

National attention has been focused on Milwaukee's two new sports bowls—the outdoor "Stadium" (home of the record-shattering Braves baseball club) and the indoor "Arena."

Both structures are made adaptable to different sports and other spectator events with a substantial number of Safway tubular steel bleacher seats. These portable seats can quickly be shifted to other locations for changing attractions.

For example, the Green Bay Packers pro football team played three games in the Stadium, with the Safway Bleachers swung in along one sideline. A summer ice skating show also appeared in the Stadium when the Braves were away from home.

The Arena is home for Milwaukee's pro basketball Hawks and hockey Chiefs. Boxing and wrestling cards, ice skating shows and many other events are also permitted with seats which can be moved as the occasion requires.

WRITE FOR BULLETIN

Learn how you can use Safway Steel Bleachers for permanent and portable seating. Write now for your free bulletin.



14 rows of portable steel Safway Grandstand seats at Milwaukee Arena can be placed at end of floor opposite to stage.

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| | <small>6230 West State St. MILWAUKEE 13, WIS.</small> | |
| <small>Manufacturers of Tubular Steel Scaffolding and Equipment</small> | | |

Manufacturers' Catalogs

SE-616 Electric Clock and Signal Systems

The Clock . . . For Time, Signals and Programs. This new folder describes the Syn-Kon-Trol Pneumatic-Electric clock and signal system. With the Buchbinder system, the drive from master clock to program machine is through a direct drive and small drum with a notched disc for setting the signal time schedule. Installation and maintenance is very simple and extremely economical. Various models are illustrated and specifications are listed. BUCHBINDER SERVICE AND REPAIR CO., 16815 Normandy Ave., Detroit 21, Mich.

SE-617 Food and Liquid Carriers

Folder SE-54. This folder describes and illustrates the various models of Aer-Void food, soup, liquid and milk carriers adaptable to school feeding. Being readily portable, indoors, or outdoors, Aer-Voids move the output of stationary food production equipment to far removed points of service . . . saving time, labor and expediting service. They are durable, sanitary and easy to handle and high in efficiency in keeping foods and liquids hot. VACUUM CAN CO., 19 S. Hoyne Ave., Chicago 12, Ill.

SE-618 Tape Recorders

Magnecorder, the Complete Line of Professional Tape Recorders. Illustrated in this 12-page catalog is the new M-80 Push

Button Controlled Full Range Tape Recorder and Amplifier as well as the PT-6 and PT-63 Series. Also of interest is the listing and specifications of the Magnecorder Binaural Recorder that has been extensively used by industry as an "audio-notebook" as well as in recording live performances. Unique is the Comparative Chart listing all specifications for each type of recording mechanism and each available amplifier. MAGNECOR, INC., 225 W. Ohio St., Chicago 10, Ill.

SE-619 Fence Painter

How To Use Your FencePainter. This illustrated 32-page brochure describes a new method of fence painting. It lists the various steps involved from the preliminary preparation to the actual painting. The roller used is made with Capillary Attraction (paint holding power) and numerous models are featured. Its many uses include: fence painting (link, bar or wood); concrete block walls; brick walls; galvanized buildings. Replacement parts and price quotations are listed. FENCE PAINTER CORP., 2314 W. Van Buren St., Chicago 12, Ill.

SE-620 Sash Maintenance

Complete Sash Maintenance. Those concerned with sash maintenance problems will find this attractive 16-page brochure of interest. It discusses calking and glazing, painting rusted metal, sill restorations, etc. It is illustrated by photographs, drawings and diagrams, and thoroughly explores such subjects as mastic glazing versus putty, how windows are installed, how sash deteriorates, how sash trouble can be diagnosed and eliminated. The publication also announces new Tremo Caulking and Pointing Compound, made with Tremthol, a new synthetic vehicle. THE TREMCO MFG. CO., 8701 Kinsman Rd., Cleveland 4, Ohio.

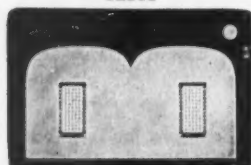
SE-621 School Desk

A School Desk is Born. This booklet, just issued, tells the story of the development of a new high-school desk, No. 445. Concisely set forth in this pamphlet are details about the research, design, engineering, manufacture and distribution of the new desk, which meets the needs of both junior and high-school students. Roomy pylon construction and complete height range meet the basic-size trend toward bigger students. New adult cradle-form seat, for comfortable, dynamic posture, rotates on silent, nylon bearings. Adequate and sloped working surface. Visible, handy book-storage space. AMERICAN SEATING CO., Grand Rapids 2, Mich.

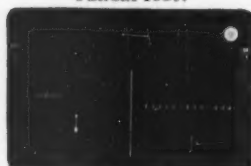
SE-622 Hand Decorating Fabrics

How You Can Do It Yourself. This attractive booklet describes the method of hand decorating fabrics with Prang Textile Colors. Profuse with color and illustrations, it contains freshly conceived ideas and stimulating suggestions for craft workers interested in textile decoration. THE AMERICAN CRAYON CO., Sandusky, Ohio.
(Continued on page 218)

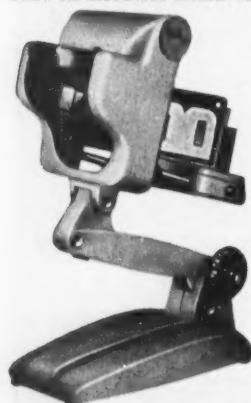
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and Doctors
have adopted these
Tests of Visual Functions
as the
ONLY adequate
protection of Students
2 of the 14 SCREENING
TESTS



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TEST for LATERAL BALANCE



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School Systems*** are
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**a larger increase in 1953
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We appreciate this approval by leaders in the field of public health, as well as educators, and shall continue further development of this service.

Latest improvements: A revised manual, a new graphic record form, new Durastyle cards.

Have you seen the recent improvements in these tests of visual functions? We shall be glad to send complete information.

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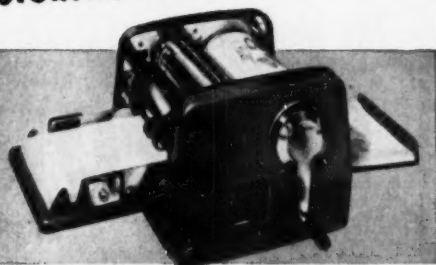
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SE-496

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The *Heyer* CONQUEROR SPIRIT DUPLICATOR

Does a Job Fast and Well . . . positive Rotary Feed gives 150 perfect copies per minute. Exclusive new Raise-and-Lower Control gives perfect centering of copy with ease.

A Good Organizer . . . seatwork, tests, bulletins, programs produced professionally, economically, easily.

Many Superior Features . . . such as Adjustable Pressure Control, Visible Fluid Supply, Reset Counter, etc.

See the Model 70 Conqueror at major educational meetings, at your school supply dealer or write today to

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Watch for the Automatic **ELECTRIC Conqueror!** Ready Soon!

SE-497



Checker

This Modern Steel Rack

**Accommodates 50
in 5 Feet!**



Keep wraps aired and in press—save space . . . lengths to fit in anywhere. Individual coat rack units for self-service or complete Check-room layouts with the "One Check" numbering system. Six, 12, and 24 place costumers. Combination rack and locker units or complete locker rooms.

Checker equipment is widely used in schools, public buildings and institutions. Standard with leading architects.

Stationary—Portable. Write for Bulletin No. CK-51.



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SE-495

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Snatch up dust
QUICK—EASY
with
the wonderful

BIG X SWEEP MOP



BIG X — the most amazing performer ever created for fast, thorough dust removal. Doubles labor efficiency. Just once over—lightly—and the floor is like new! A durable giant in a range of widths from 1 to 5 feet! (Can be removed from block for washing.)

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Our nationally-famous

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Thousands of maintenance men use only VICTORY MOPS for wet-mopping. They know from experience the VICTORY with its sturdy, heavy-duty yarn, is in a class by itself for quick pick-up, for durability, for true economy . . . Try it and you'll agree enthusiastically!



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This applicator seems to have no sales limit! Used by more professionals than any other . . . HOLZ-EM is constructed of sheepskin especially selected for correct wool-texture. Assures even-spreading of wax, seals, varnish, etc., to any type of floor.

Order these **AMERICAN STANDARD** products from your regular supplier. He has them—or can get them for you. If not, write direct for complete details and prices.

TOPS IN MOPS!
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Prolon Ware is designed to grace any setting. There is no excess weight or bulky appearance.

The strength and durability of Prolon make it ideal for intensive use. Prolon is molded from Melmac. Under normal conditions it will not crack, chip, discolor, or craze.

Prolon offers you modern economy. Actual use of Prolon proves that you can count on

The Modern School Deserves

PROLON

The Modern Tableware

saving more than 50 per cent on replacement costs over ordinary table ware.

Prolon Ware comes in a wide range of items enabling you to select the exact pieces you want for your purposes. Prolon's outstanding features are the result of extensive research, the finest engineering skill, and the best known manufacturing methods.

Make your next purchase—PROLON WARE

Prolon Plastics—Division of Pro-phy-lac-tic Brush Co., Florence, Massachusetts

SE-503



Save the costly time of your staff hunting lost keys...costly lock repairs and replacements...at a saving that will be more than the cost of the system the very first year you own it. Write today!

Attach to
your letter-
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mail today

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City, State.....

SE-504

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The
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filmstrip series
**CONTEMPORARY
SCHOOL DESIGN**

Covers the
Following Topics:

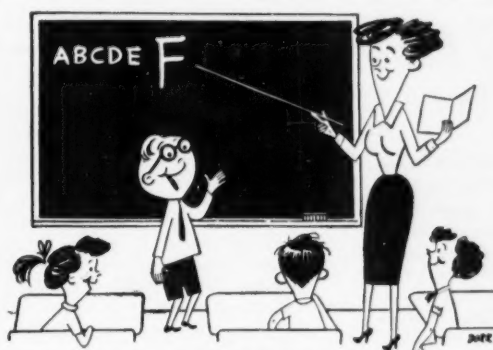
- Sites and Building Exteriors
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- Interiors of Large Group Spaces
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Price:
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A carefully edited selection of school design studies based on 118 new schools entered in THE SCHOOL EXECUTIVE Competition For Better School Design, 1952.

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"... and 'F' stands for FARLITE, that wonderful plastic laminate our beautiful new desk and table tops are made of!"

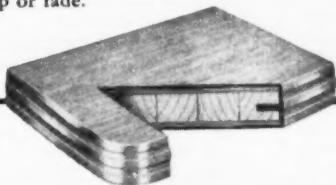
FARLITE

LAMINATED PLASTICS

...the very best in
**TOPS THAT CAN
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**FOR DESKS...COUNTERS...TABLES...
throughout your schools**

From classrooms to home economics laboratories, from cafeterias to washrooms — you'll be better satisfied if you specify FARLITE when you plan a new installation or remodel your present facilities. It's the very best in plastic laminates, built to *take* the abuse of daily student activities... *cut* maintenance costs year after year. Its glass-smooth, non-porous surface is sanitary, easy to clean, permanently beautiful... heat-resistant... unaffected by alcohol, grease, fruit acids, mild cleaning solutions... will not chip or fade.



**SUPERIOR CONSTRUCTION...
FULL RANGE OF COLORS AND DESIGNS**

Farlite's superior 5-ply construction means extra smoothness and warp resistance for desk, counter and worktable tops. Edges can be supplied with metal trim or natural wood finish. Over 50 new standard colors and patterns give you full decorative range. Also available in sheet stock for partitions, paneling, desk tops, and a host of other uses.

Write for descriptive folder and name of nearest distributor.

PLASTICS DIVISION
FARLEY & LOETSCHER MFG. CO.
DUBUQUE, IOWA

Uncle Sam gets MORE than
his money's worth... with
MASTIPAVE
PABCO's super-tough,
non-slip, resilient, low-cost
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tory Equipment Purchasing and Recommended Bidding Procedures. SCIENTIFIC APPARATUS MAKERS ASSN., LABORATORY EQUIPMENT SECTION, 20 No. Wacker Dr., Chicago 6, Ill.

SE-624 Oil Heating

Electrol . . . Finest in Oil Fired Equipment Since 1918. A new 8-page booklet features the complete line of oil fired heating equipment manufactured by Electrol. It includes complete specifications and dimensions of the various types of oil burner models along with the line of water heaters, air conditioners and boilers. ELECTROL BURNER MFG. CO., INC., 22 Union Ave., Rutherford, N. J.

SE-625 Gesco Slate

Design Your Schools . . . This four-page catalog describes the Gesco process which is perfected slate in color with micro-finish. It is supplied in any size, up to six feet in length, and in any shape you specify. This micro finish is a plastic crystal with the property of actually improving when used. Whether natural or green, it remains velvety smooth and takes chalk and cleaning well. Slate can be resurfaced, right where it is, and the cost is nominal. Wear is slight and practically unnoticeable and slate is free from troublesome warping, expansion and fragility. GENERAL SLATE CO., Wind Gap, Pa.

SE-626 Collapsible Platforms

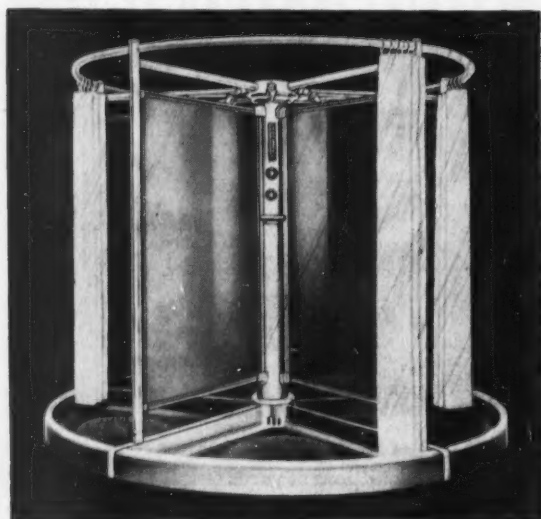
Louisville Platforms are designed to give the user the utmost in strength, durability and portability. The ease of erection saves man hours and set-up time. Deck coverings are simple to make and apply. School bands and choral units may carry their own platforms and be assured of adequate equipment wherever they may be. A platform group sufficient to seat fifty people may be comfortably carried in the luggage compartment of the average school bus. After years of service they require little, if any, maintenance and because of their comparative light-weight they may be set up without extra assistance. Specially designed locking devices secure the legs when in the extended position, and as many units as desired may be joined together to form attractive set-up design. LOUISVILLE METAL PRODUCTS CO., INC., Louisville, Ky.

SE-627 Metal Folding Chairs

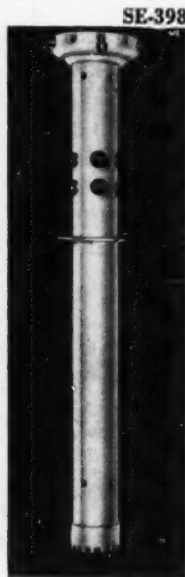
This attractive two-page brochure displays various models of Durham metal folding chairs. No. 875 "Y" tubular type chair is extra wide and has a non-tipping seat, curved like the back to scientific measurements for correct and comfortable posture. Finish is baked enamel in beige, brown or taupe. Also featured is a juvenile chair with the durability and safety features of chairs for adults. It is correct in size for children of kindergarten and primary age; it is comfortable and its design encourages good posture. The panel and seat is finished in a chocolate shade of leatherette. Durham offers a complete line of tubular and channel type chairs with wood, all-steel, or upholstered seats. DURHAM MFG. CORP., Dept. D54, Muncie, Ind.

SE-628 Dish Racks

Better Dishwashing with Sani-Stack Racks. A new pocket-size booklet including photographs, descriptions, dimensions and capacities of the complete line of Sani-Stack Racks has been announced by the Metropolitan Wire Goods Corp. Various methods devised to cut down dish handling, thus minimizing breakage, are discussed. A special section is devoted to the Imperial Plastisol Linings type, rather than the all-metal line which is described in detail. METROPOLITAN WIRE GOODS CORP., 70 Washington St., Brooklyn 1, N. Y.



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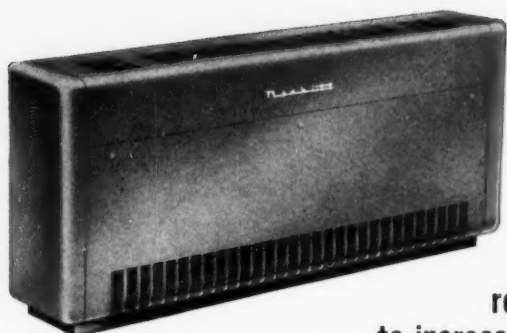
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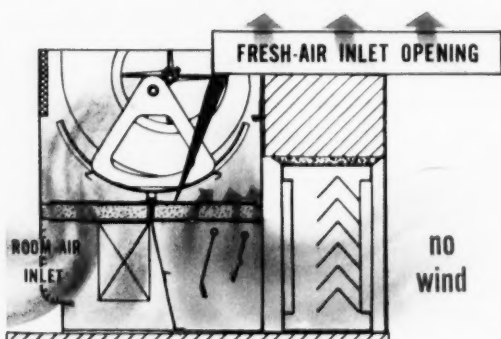




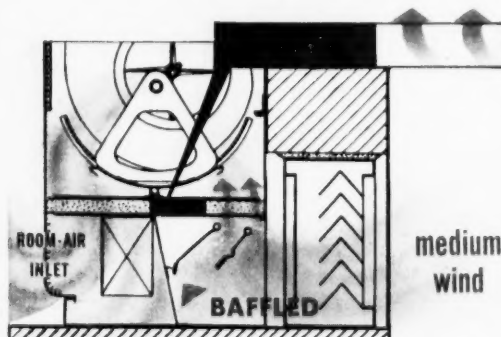
ONLY the **NESBITT** Unit Ventilator

relates the fresh air inlet area
to increasing outdoor wind velocity and

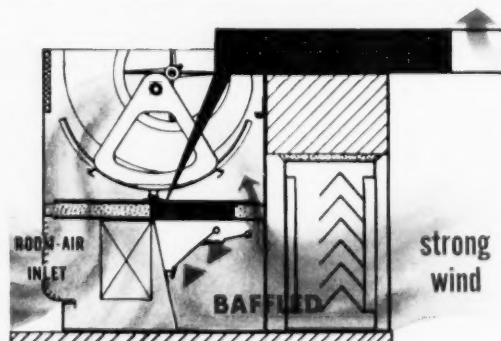
BAFFLES THE WIND



Air Volume Stabilizer vanes hang free; full intake opening.



Vanes start to close; intake opening reduced to about half.



Both vanes fully closed; intake opening now one-quarter size.

by an ingenious
device that

STOPS FLOOR DRAFTS AND SAVES FUEL

ALL unit ventilators have a fresh-air inlet opening of a certain size designed to permit a percentage of outdoor air to be drawn into the unit and mixed by the fans with air drawn from the room.

On very windy days more outdoor air than is desired may be blown into the unit, resulting in a waste of the fuel required to heat it. With high winds, the outdoor air volume may tax the capacity of the fans . . . some cold air may "blow through" the room-air inlet and cause discomforting drafts.

The Nesbitt Air Volume Stabilizer solves this problem. Two aluminum vanes, suspended by end pivots below the fresh-air inlet, are operated by the very force of the incoming air to reduce the size of the aperture as required. The desired outdoor air volume is maintained. No fuel is wasted. Blow-through is prevented without affecting the economical recirculation of room air. (See diagrams.)

No other unit ventilator relates the area of the fresh-air inlet to increasing wind velocity . . . no other unit is equipped to achieve this economy.

NESBITT *Syncretizer*

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA. SOLD ALSO BY AMERICAN BLOWER CORPORATION